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ABSTRACT

Recognizing the importance of parental involvement in a child's learning to read, this resource guide is designed to aid teachers in working with parents to achieve optimal learning experiences for children. The first chapter shows how responsibilities can be shared between home and school in the areas of physical and mental health, use of the media, homework, and summer reading. The second chapter discusses parent, teacher, and student conferences, suggesting ways teachers can evaluate parent conferences and respond to parents' questions about how they can best help their children. Ways of utilizing parents as reading volunteers are outlined in the third chapter, while chapter 4 presents specific activities and toys parents of preschool and kindergarten children can use to help children develop physical and language skills. Chapters 5 and 6 suggest ways teachers can work with the parents of handicapped and gifted children. The final chapters contain four appendixes covering a wide range of resources for parents and teachers and a bibliography. (JL)

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READING

Parents, KIDS, Teachers INC.

K-6

A RESOURCE GUIDE FOR TEACHERS

INTERESTED IN PARENTAL INVOLVEMENT

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Foreword

The child's ability to learn to read and read to learn is influenced by a variety of factors. When the home and school--two very important worlds of the child--are communicating, supporting, and liking each other, wonderful things happen to encourage and promote reading skills, reading comprehension, and reading pleasure.

Parents are certainly recognized as important and influential members of their child's educational team. This team is primarily composed of teachers, principal, parents, and most important, the child. The genuine concern for a child's reading ability and the quest for guidance in encouraging the child's love for reading has led to the development of this resource guide. The Oklahoma State Department of Education hopes that this material will aid teachers in working with parents to achieve optimal learning experiences for children.

Leslie Fisher
State Superintendent
Oklahoma State Department of Education

Introduction

A prime ingredient for reinforcing the learning of basic reading skills, and for instilling in children a life-long love for reading, is active parent involvement. It is important for teachers to convey to parents the feeling that the school wants and needs parent involvement. There is a wealth of valuable information that parents and teachers can share with each other. Children are usually delighted and often more confident when their parents are involved. It helps them to perceive school as important - why else would their parents be there?

Parents do not have to go to school to be involved, nor do they need college degrees or many hours of spare time. Many parents would like to be more involved in helping their children to learn, but may lack the self-confidence of knowing how to help. Some parents are simply timid - they do not know how to reach out to the school, so the teachers must reach out to them. It is the intent of this book to provide guidelines for schools in "reaching out" to a most valuable resource - parents and guardians!

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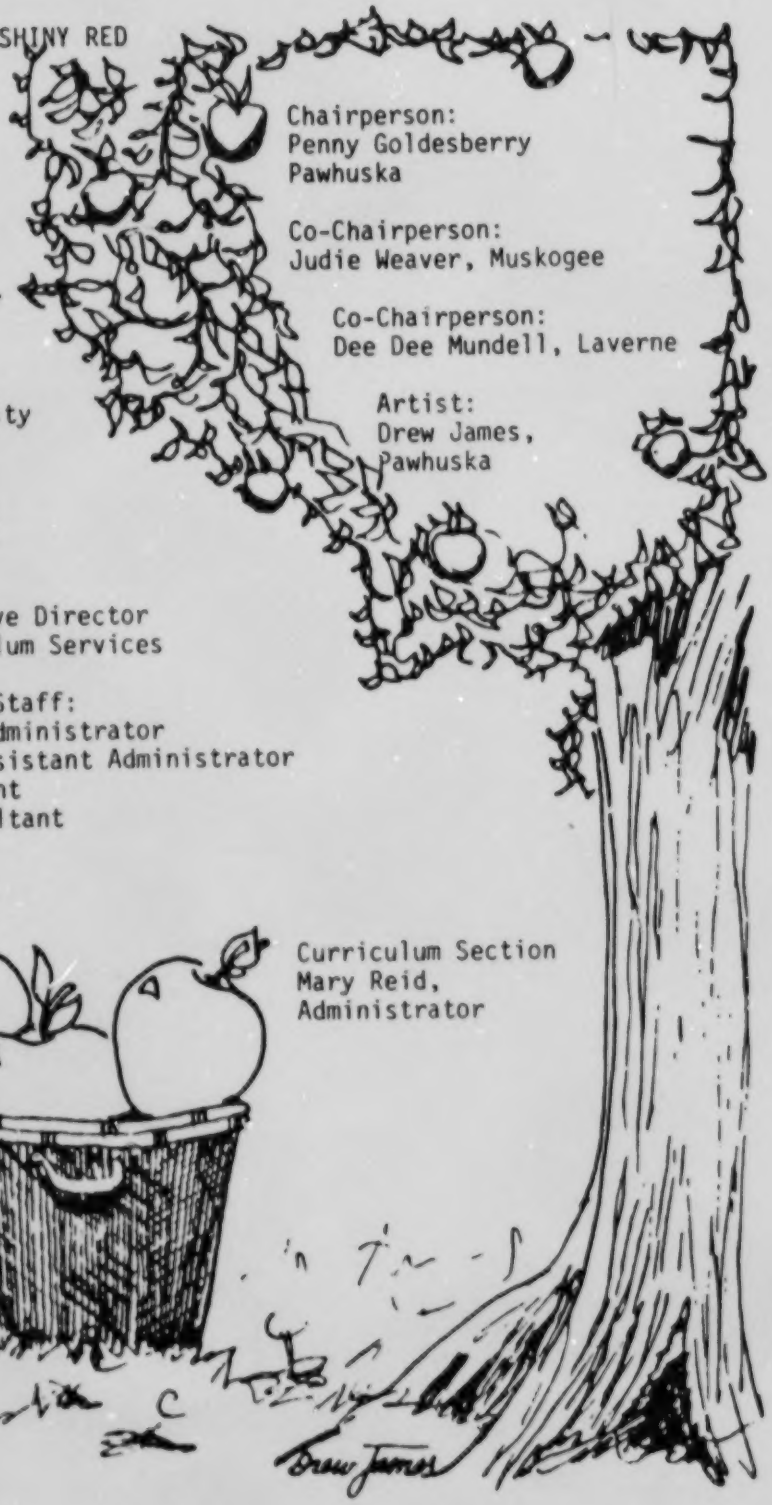

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Sharing Responsibilities Between Home and School

UNITY

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher; the tools he used
Were books and music and art;
One a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled
With touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown

SHARING RESPONSIBILITIES BETWEEN HOME AND SCHOOL

All teachers feel great pride when their students master a skill or apply something they have learned in a creative way. On the other hand, teachers experience frustration when their efforts at teaching are not successful. Are schools to accept all the responsibility of students' success and failure? According to the Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, "It is obvious to parents, and to the public at large, that a new kind of shared responsibility must be accepted if students are to gain the most from their education."[1] What are these responsibilities that should be shared by the school and home in assuring that children will not only learn to read but to enjoy reading as well? This section will attempt to answer that question.

PHYSICAL HEALTH

One area of shared responsibility is that of physical health of the child. When we take a look at a child's health we are looking at physical as well as mental health. Only happy, healthy children will work and learn at their fullest capacity.

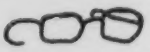
A person's physical well-being greatly affects his/her reading ability. Some specific areas to take into consideration are included in the following sections.

"Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" Phi Delta Kappa, 1976.

Nutrition

If students do not have the proper fuel needed for healthy bodies and minds, their academic performance is generally below their actual capabilities. Performance in reading (as well as other subjects) may be less than what it should or could be. Parents have the major responsibility for their children's diets. Teachers can, however, educate the students and their parents as to the basics of good nutrition. Many excellent suggestions are presented in the State Department of Education's guide - Oklahoma Nutrition Education Training.

Vision



A student's vision is extremely important to the reading process. When we speak of good "eye-sight," we are commonly talking about the acuity of the eye. Teachers and parents need to be aware that 20/20 visual acuity is not the only consideration when referring to a child's vision. Vision also encompasses the ability to get MEANING from eye-sight. Even children with "perfect eyesight" can suffer from vision disorders that frustrate the child's efforts to read and to get meaning from the symbols he/she sees.

It is the parents' responsibility to see that their children have regular, periodic eye examinations. However, teachers share the responsibility of being alert to the signs of visual difficulty. A checklist that the teacher or parent could use in identifying these signs is included at the end of this section.

Many times vision problems will not show themselves until the fourth grade or older. Eye doctors who do thorough vision workups

find the peak ages for examinations to be between the ages of eight and eleven. This emphasizes the importance of periodic vision checks. Just because a child has a check-up in first grade and everything is fine, one cannot assume that the vision will remain stable.

Many parents and teachers have found that developmental optometrists have provided very valuable information to both the school and home concerning a child's vision. Before making an appointment for an eye examination, the parent may want to ask the doctor if he/she will furnish a written report about the child's vision so that assistance can be provided at home and school. A parent may also want to question the eye doctor as to what type of testing is provided for visual perception problems. Remember a child may have perfect sight but still have some type of vision problem. Sight refers to the ability to see; however, vision also deals with interpreting and understanding what is seen. Some eye doctors even provide visual training for children having learning problems if a visual perception problem is evident. For more detailed information concerning vision related problems, you may write to the Optometric Extension Program Foundation, Inc., Duncan, Oklahoma. Ask for a copy of "Learning Problems - When a Bright Child Has Trouble Reading." They will send you one free copy. This is a brochure you will definitely want to share with your parents.

Hearing

Just as there is more to SEEING than just visual acuity, there is also more to HEARING than auditory acuity. Auditory perception is the ability to understand and respond to what one hears. Teachers and

parents need to be alert to signs of hearing difficulties. You will find a checklist of hearing problems at the end of this section.

If you have a student exhibiting some of these signs, by all means have their hearing acuity checked. If it is determined that their hearing acuity is adequate, then it is the teacher's responsibility to learn more about characteristics of children with auditory channel deficits and strategies to help remediate the weakness. These findings should be shared with the parent during parent conferences. The Oklahoma State Department publication The Reading Sampler, Appendix A, has an excellent secton dealing with children with auditory problems.

General Health

Parents need to know the importance of sharing information concerning a child's health problem(s) with the teacher and/or school nurse. The parent must be assured that all health information will remain confidential. It is the responsibility of every teacher to review the school's health records of all children with whom he/she works. The teacher should know the students in the room who have experienced past or present hearing or visual problems, students who have or have had urinary tract problems, students who have diabetes or are border line diabetics, students who have a history of epilepsy, etc. Parents and teachers must work together to insure that the physical health of the child is at the best level possible.

Parent and Teacher
Checklist of Hearing Problems

This list can be used to indicate to the parent, teacher, and practitioner the need for a hearing examination. One check (✓) should be for symptoms that occur occasionally, and two checks (✓✓) for those occurring frequently.

Appears inattentive during oral presentations or shows a blank expression.	____	____
Turns head to the left or right when listening.	____	____
Does poorly on oral spelling tests.	____	____
Does poorly in phonics activities.	____	____
May have speech difficulties.	____	____
Word attack skills are poor . . . cannot make the sound-symbol associations.	____	____
Child asks for constant repetitions.	____	____
Subvocalization is present when reading silently or when writing.	____	____
Child is highly distractable.	____	____

Parent and Teacher Checklist of Vision Problems

This list can be used to indicate to the parent, teacher, and practitioner the need for a vision examination. One check (✓) should be for symptoms that occur occasionally, and two checks (✓✓) for those occurring frequently.

Short attention span while reading - the child is quickly fatigued.	____	____
Complaints of blurring, double-vision or headaches.	____	____
Placing head close to book or desk when reading or writing - only seven or eight inches away.	____	____
The head moves back and forth while reading instead of the eyes.	____	____
Using finger to keep place while reading.	____	____
Tilting or turning head to one side when reading.	____	____
Frowning or scowling while reading or writing.	____	____
Pages are counted before reading; dislike for tasks requiring sustained visual concentration.	____	____
Losing place while reading.	____	____
Persistent reversals after the second grade.	____	____
Difficulty in remembering what is read; only when the material is read orally is recall adequate.	____	____
Poor eye-hand coordination.	____	____
Homework takes hours and hours when it should not.	____	____

MENTAL HEALTH

Many times teachers and parents get so caught up in the process of teaching children to read that we exhaust all our energies. We are so busy looking for just the right technique and thinking of all the fun exciting ways we can suggest to parents to help them practice and reinforce the skills we have introduced, that we forget one very important aspect of our children, their mental health. Much of the energy teachers and parents exert should be directed toward helping out kids develop self-confidence and self-respect.

Fostering a Good Self-Concept

Dr. David Elkind, author of Children and Adolescents, states, "I strongly believe that most problems in childrearing and education could be avoided if the adult's concern for a child's achievement as a student were balanced by an equally strong concern for his feeling of self-worth as a person." Since a person generally judges his/her self-worth by how he perceives others feel about him/her, it is definitely the responsibility of the home and the school to show our students that we do value and approve of them as individuals. If one entity is trying to work without the cooperation of the other, very little progress, if any, will be made.

Before we can foster our children's self-concept, teachers and parents must have a high level of self-esteem. We cannot give to kids what we do not have ourselves. For this reason the teacher might first have to assure a parent of their ability to influence and teach

their own children. If you ask a parent to help you in your class or to sponsor the kids on a field trip, and the response is, "I'm afraid I will embarrass Justin," then you know that your first job is to help that parent recognize her/his own value as a parent. Assure that parent that their child would be proud to have him/her helping the group. Then make sure that when they do come to the school it is a positive experience. This can be accomplished by having specific tasks for the parents to do, so that they will feel that they are, indeed, needed. We would do well, when working with parents, as well as students, to remember the words of Emmerson, "Trust men and they will be true to you. Treat them greatly and they will do great things."

On the next few pages you will find some suggestions you can share with your parents to help them know how to bolster their child's self-confidence and self-respect.

Suggestions for Parents

Our concern for our children's achievement as students should be balanced by an equally strong concern for their feeling of self-worth as a person. Here are some suggestions of things you can do to insure your child that you value him or her as an individual.

1. Talk, talk, talk with your child. As you talk with him/her about interests, what you are doing, and what is going on around him/her, you will be helping to increase his/her vocabulary, improve his/her speech patterns, and stimulate thoughts. But most important he/she will know that you value his/her company. As your child gets older it will be so very important to have that line of communication already established.
2. Listen to your child. Do not just go through the motions of listening either. Here is a description of four types of listeners:
   a. The supportive listener. This person uses verbal and nonverbal signals such as leaning forward, smiles, positive head nods, and other gestures to let you know he/she is with you and it is OK to talk.
   b. The involved listener. This is someone who is actively involved in helping another person identify his/her problems. He/she makes good eye contact, makes reflective and understanding statements, and clarifies key ideas.
   c. The selective listener. This person seems to hear but is not really involved in the feeling of the message.
   d. Active non-listener.

If you will be supportive and involved listeners, kids will get the message, "I enjoy listening to you read, and listening to you tell about your daily thoughts and experiences. I like you."

3. Praise your child for accomplishments. When your child does something well be sure to let him know.
4. Show an interest in your child's schoolwork and homework. Have a special place for your child's work. It can be the refrigerator door, a bulletin board, a special box or envelope. Most of all let your kids know you appreciate the hard work they are doing. Refer to previous papers and note any progress that has been made.
5. Support your child and the school by having a positive attitude. Make only positive comments about your child's school, program, and teacher in front of your child. Attend school functions that involve your child.
6. Avoid comparing one child with another. We are all unique individuals with different learning styles and rates. Just as you would not expect all nine-year-olds to wear the same shoe size or like the same foods, do not expect them to all learn at the same pace or be interested in the same things.
7. If your child expresses an interest in something, show him/her you respect his/her individuality by helping to pursue that interest whenever and however possible.
8. Let your child know that it is all right to make mistakes. Mistakes are part of the learning process. Young people may have more enduring learning experiences when wrong answers and false starts are part of the process of solving problems than when they experience unlimited success.

9. Be encouraging the next time your children comes home tired and out of sorts from a hard day at school. Help them understand that learning is important to their life. It will be hard work at times but there is value in the difficulty of work.

Ways to Praise

Praising a child needs to be more than saying the same thing over an over. Encouragement means more than the usual "Good" and "Fine". Try some of these phrases of praise.

"Well done"
"That's really nice"
"That's different"
"Beautiful"
"I'm pleased"
"I like the way you're working"
"Perfect"
"Much better"
"I hadn't thought of that"
"Ya hoo"
"Super"
"Very neat work"
"You're looking good"
"I appreciate your help"
"Outstanding"
"Far out"
"Keep it up"
"Nice work"
"Sharp"
"Exactly right"
"Congratulations"
"You have it"
"Hot dog"
"That's interesting"
"Great job"
"Take a bow"
"I'm proud of you"
"Terrific"
"Out of sight"
"Right on"
"Keep it up"
"Now you've got it"
"Bravo"
"Thanks for your contribution"
"I like that"
"Thank you for settling down"
"Way to go"
"You're on the right track"
"Good thinking"
"Wow! You did it"
"Outstanding"
"You're a genius"
"That's clever"
"Nice going"
"Thank you"
"Swell"

PARENT INTERACTION CHART

Each time you make a positive comment to your child, you are inclinced to receive a positive, helpful response. By the same token each negative comment evokes a negative, rebelling response.

Make a chart similar to the one illustrated below and record your child's response according to the manner in which you communicated.

	Number of times said or done	Child's Response +	Child's Response -
Positive Response			
1. Told them they did a good job.			
2. Gave them a hug.			
3. Asked for their opinion.			
4. Helped them with a project when you were busy.			
5. Told them "I love you" or "Thank you".			
6. Greeted them positively, "Hi!" or, "Glad you are here!"			
7. Complimented them on good manners.			
8. Praised them even if they didn't win or weren't the best.			
9. Acknowledged child's good behavior.			
10. Answered a question immediately.			
Negative Response			
1. Said "No", "Stop that", "Don't do that!"			
2. Yelled at your child for misbehaving or making a mistake.			
3. Said something derogatory like, "That's stupid!" or "You're dumb!"			
4. Put off answering a question or ignored it.			
5. Laughed at or ridiculed their mistakes.			
6. Badgered them for not winning.			
7. Used negative greeting like, "What happened to you!" "It's about time you got here!" "Your clothes don't match!"			
8. Reminded them of shortcomings or weaknesses.			
9. Insisted the child do something instead of requesting they do it.			

MOTIVATORS FOR KIDS

Sample letter to parent from child:

Dear _____,

I have set a reading goal of _____ pages for the month of _____. Please help me remember to read each school night.

Thank you very much.

Love,

_____

Parent - Child Contract

I, _____ have set a
(name of child)

goal of _____ pages for the month of _____.

_____ will help and encourage
(name of parent)

me to reach my goal.

_____
signature of child

_____
signature of parent

You're as good as apple Pie

_____ is a very special person because _____

_____

UTILIZING MEDIA

Parents are VIM's (Very Important Models) in their child's reading and writing progress. There are many suggestions for helping parents work with their children at home to provide opportunities for family fun and togetherness, activities which in turn lead to the child's development of oral language skills, a sense of belonging, a feeling of importance, and a strong, positive self-concept. Often when parents enjoy reading, students will also like reading for fun and enlightenment.

Mass media (television, magazines, newspapers, radio) has a great influence upon students. Media can be used as a motivational teaching tool by interested parents. Students often need help in choosing what to watch or read. Parents can guide their children in viewing and reading selections.

Television

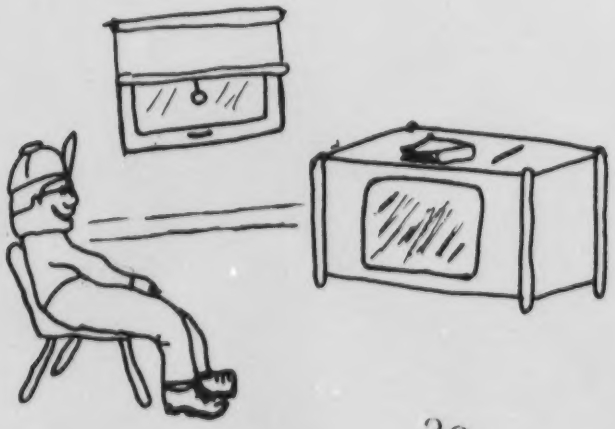
After a program has been selected and viewed, parents can review the language and the plot of the story with their children. Often parents can encourage children to pursue further information about a topic which has piqued their interest. In this way, television viewing can lead to reading interests and higher-level thinking skills.

Describing events accurately is important at all levels of learning. Parents can encourage their child to act as a reporter who is commenting on the details of a story. Recalled details should be stated plainly, accurately, and sequentially. Parents can encourage

the child to remember the Five W's and H (Who, What, When, Where, Why, and How). Also, relationships such as cause and effect should be discussed.

Parents should allow their children to express why they selected certain shows, and ask how portions of the show made the children feel. They can discuss other ways the show might have ended. To stimulate creative thinking in children, ask questions beginning with, "What if . . . ?" The children should be encouraged to compare and contrast what is viewed with real-life situations. Younger children need to be able to distinguish between real and fantasy.

An enjoyable activity is to have the child listen to the show, study a favorite star, and impersonate the star. Younger students can be taught to read the various television guides to aid in making decisions about which show to watch. The following is an example of a reading/television activity that can be duplicated and sent home to parents.



TV Guide Treasure Hunt

Directions: Find and underline in a TV schedule one example of each item named below. Write the page number of the blank line at the end of each item. (Variations: Write the name of the show on the blank provided; for beginning readers, parents and child read over the selections and the let the child respond orally.)

1. a daily talk show _____
2. a daily game show _____
3. a sport special _____
4. a weekly stunt show _____
5. a movie that starts between 7:00 and 9:00 p.m. _____
6. a nightly game show _____
7. a show dealing with government/politics _____
8. a national news report _____
9. a fine arts show _____
10. a local news report _____

TV Search

Directions: You will need a current week's TV schedule to do this activity.

1. List the channels that broadcast a five o'clock news program. Note whether it is a national or a local newscast.

2. Fill in the timetable, listing the names, stations, and times of the shows you plan to watch tonight from 8:00 to 10:00 p.m.

TIME	STATION/CHANNEL	NAME OF SHOW

3. Choose one two-hour movie to watch this week. Tell when it's on, which station, and why you chose that particular show.
4. Design an advertisement poster for your selected two-hour movie (from activity #3) to display in your home to convince other family members to watch it with you. (A newspaper page makes a good poster--just draw, color, or paint right over the printed words.)
5. Find the name of the show that could give you a recipe.

Newspaper

1. Copy one headline from the newspaper. Cut it apart and mix up the words. Have your children put the headline back together so that it makes sense. Then have them match their headline with the one in the newspaper.
2. In reading a news story, have your children mark the answers to the "5-W" questions, using a different color of crayon to underline the answers, i.e.:

   Who--red When--yellow Why--orange

   What--blue Where--purple
3. Pretend you are giving your children a certain amount of money to spend on a particular category (groceries, clothes, cars, motorcycles, etc.) Have them search the advertisements to see how they would spend their money.
4. To help develop higher-level thinking skills, have your children find a news story that tells of a person having to make a decision. Have them decide what they would do in that situation. Discuss with them the consequences of the decision.
5. To aid in mathematical skills, have your children find a recipe in the newspaper and either halve or double it.
6. A good rainy-day activity: Have your children use the newspaper to create a collage about themselves--things that have happened in their lives, places they've been, their likes and dislikes, etc.
7. To help your children work with main ideas, choose stories of interest to them. Fold or cut the headline from the stories.

After they have read a story, have them make up their own headlines and compare them with the real one. They should not see the real one until they have composed their own.

8. Read a short, interesting story to your children and have them tell it back, in order, using their own words.
9. Choose a newspaper picture that is interesting. Let your children look at it for a minute, then take the picture away and let them tell what they remember. Parents can also make up questions or statements about the picture and their children can tell if it's true or false. Allow them to check their answers by looking at the picture.
10. Pick a "catchy" headline or slogan and have your children read it expressing different emotions. If there is a comma, try moving it around to see how meanings are changed.
11. Cut comic strips apart and have your children arrange them in correct order (encourages reading for meaning).
12. Suggest that your children select a headline (possibly a sports or fashion headline), and have them draw a picture to demonstrate the headline.
13. Read a continuing comic strip and have the children predict what will happen in the next day's issue.
14. Use the newspaper with the older students for practicing different reading rates--skimming, scanning, rapid reading, normal reading, and careful reading. The rate used will depend on the type of article, level of interest, and purpose of the article.
15. For listening and comprehension, a parent could read an article,

leave out an occasional word, and allow the children to supply the missing word so the sentence will make sense.

16. To increase vocabulary, have your children find some words in the newspaper of which they do not know the meaning. If they can't get the meaning from the context, encourage them to use as many ways as possible to find the meaning (using the dictionary as a last resort).

17. To encourage economic awareness assign an imaginary amount of money that can be spent. Using the ads in newspapers over a period of one week, your children can buy presents for each member of the family and plan and purchase the food for Christmas dinner.

18. Comic Dominoes is an excellent activity to promote the following comprehension skills: getting the main idea, implied meanings, and understanding relationships. Cut 12 pieces of poster board (10 inches by 5 inches). Find 12 individual comics with captions. Glue the picture on the left side of the card and a caption that does <u>not</u> go with the picture on the other side. Remember, the caption and the comic should not match. After all 12 sets are complete, the player matches the correct comic with the correct caption and continues to play as in traditional dominoes.

19. The following activity can increase knowledge about words and the power they can have when written or spoken. The activity also places emphasis on the importance of punctuation. Fold a sheet of paper so that eight boxes are created. In each box write an emotional word, such as anger, doubt, sorrow, happy, etc. Using the newspaper, have your children find words that will fit in the

proper category. They should cut and paste the words in the correct box. Single words of phrases may be used. Discuss the reasons that some words were placed under certain categories. Also discuss the use of punctuation in expressing feeling.

20. A newspaper treasure hunt can reinforce vocabulary development. Select several words from ads in a newspaper. Show the ad page to your children. Give them several hints to a word and see if it can be found. When all words have been found, each can be cut out and placed on the sheet of paper to be reviewed--the pronunciation and meaning of the word. As an extra activity, try to help your children learn one new word each day from the newspaper.

Inspector of Advertising

Materials needed: Colored magazine and/or newspaper ads and/or sale brochures to use with questions such as the following. (NOTE: The questions will need to match the items and information in the selected ad or ads.)

Examples of Questions

1. How much will you save if you buy the portable electric mixer that is on sale?
2. How many different solid colors are listed on sale in the bath-size towels?
3. Which size is the best buy in laundry soap--the family size or the giant size?
4. What are the dimensions of the Persian rugs?
5. Which sale item in the brochure is made of platinum?
6. How many drawers are in the deluxe-model desk?
7. The stores participating in the sale are located in what neighboring city?
8. What is the special feature of the clock radio?
9. Will mail orders for sale items be accepted?
10. If you could choose one thing from the whole ad, what would you select? Tell why you made this choice.
11. Pretend you are buying a gift for your mother's birthday and have $7.50 to spend. What item or items would you buy?
12. Now pretend your brother/sister has $10.25 to spend on your mother and you agree to go in on a gift together. How much do you have altogether? What item or items would you select?

Using the Want Ads

1. Locate a house for rent for a family of four which includes a mother, a father, one boy, and one girl. Tell why the house would be a good one for them, and how much the rent is.
2. Locate a three-bedroom house for sale by the owner. Why do you think the owner would rather try to sell the house himself rather than let a real-estate firm sell it?
3. How many used cars for sale are more than 10 years old? Which is the oldest one you found?
4. Find the phone number for someone who does yard work.
5. Locate a weekend job for which you might apply.
6. How many lost-and-found items are listed? How many of them are pets?
7. How many used bicycles are for sale? Which one do you think you'd like to have? Why?
8. Is there a listing for computer games?
9. Is there a reward for finding one of the lost pets? How much is it?

For Older Students

Use the index for the want-ad section of the newspaper. Compile questions asking the student to give you the number of the section for certain items in the different categories.

HOMEWORK

In today's busy world students often have difficulty finding the time to prepare homework assignments. Even elementary school students have many after school activities such as scouts, music lessons, church organizations, sports, dancing lessons, etc. Families often attend sports events in the evening, attend church sponsored activities, or just watch television - all of which are not conducive to completing homework assignments. Therefore many schools have developed homework guidelines for teachers to follow so that no one student will be overwhelmed with hours of homework.

The Teacher's Role Regarding Homework

The following criteria may be considered before assigning homework:

1. The student should learn something beneficial from the homework assignment and it should never be just busy work.
2. The child should know how to do the assignment so that parents will not have to furnish the instruction.
3. The assignment should be completed within a reasonable amount of time. Primary grades - 30 minutes, Intermediate grades - one hour or less.
4. Do not assign homework over the weekend unless it is a long term project.
5. Homework should not be used for disciplinary purposes.
6. Do check all homework assignments and evaluate with students.

When grading homework, the teacher must keep in mind the individual that is being evaluated. Take for instance the child who goes home to an orderly house, a room of his own, and a special place to do homework. His/her mother is always willing to help him/her with any problems that may arise, or possibly she checks over the paper to make sure everything is correct. She personally insists that all homework be completed neatly and correctly. Chances are that this child will always make an "A" on virtually all homework. Compare the above child to one who goes home to a small shabby house, a room shared with two brothers, and no quiet place to study. His/her mother may not have the time nor the inclination to help with homework or even encourage that homework be completed. Chances are that if the child does complete the homework, some mistakes will be made since there was no one to check the paper at home. When teachers assign a grade to homework, is the teacher grading what the child can do or what the parent can do? Are teachers giving a grade to the child or to the child's environment?

The type of grading appropriate for homework assignments is often a difficult decision for a teacher to make. Some instructors prefer <u>not</u> to place homework grades in the grade book. These teachers feel that grades made on work performed in the classroom is more appropriate for the grade book. Grades taken on classroom work appear to be a more accurate assessment of what the child can do independently.

Suggestions for alternatives to placing homework grades in the grade book are:

1. Teacher keeps a notebook with each child's name in it. Every time a homework assignment is completed

successfuly, the child receives a √+; when homework is completed, but unsatisfactory, he/she gets only a √. When an assignment is not completed an X is recorded. A teacher can easily find the students who are not accepting the responsibility of homework and try to discover the reason(s). The child's parents should be alerted to the problem.

2. Each child has a homework file folder where all homework papers are stored. The papers are graded but grades are not placed in the grade book.
3. Every student in the class grades his own homework as the teacher reads the answers. The checking procedure should be a reinforcement period with students correcting their own papers and feeling free to ask questions. The reward will come when the student is tested in class over the material on which he was expected to practice in the form of homework.

Parents and teachers have the burden of instilling the value of homework to students. Pupils must realize that homework is their own responsibility--a responsibility that each student must learn to deal with in the best manner possible. Teachers may suggest to students who come from homes that are not conducive to good study habits that the public library may be a more desirable place to study. Parents and teachers may want to suggest to the child that he follow some of the suggestions on the "Good Study Habits" list on the following page.

Students must realize that accepting responsibility and

self-discipline is an important area of their total education. Parents must also be educated as to the school's policies regarding homework. Workshops for parents regarding home and school work can sometimes be very beneficial to parents, kids, and teacher!

Good Study Habits

1. Set up a daily studying time. This should be at a definite time each day.
2. Choose a quiet place to study. Radios and TV's are not conducive to good study habits. The public library may be more desirable than the home.
3. Make sure that you have all your materials ready before studying--pencil, paper, books, and other necessary items.
4. Prepare daily for future tests by taking the following steps:
   a. Take notes daily.
   b. Outline chapters.
   c. Do daily assignments. Do not get behind.
   d. Ask questions if you do not understand the material.
   e. Review notes, outlined chapters, and daily work prior to the test.
5. Schedule your study time based upon the difficulty of the subject. Do not put all your hard subjects at the end of your allotted time. It is usually best to attack your difficult subjects first.
6. Weeknight activities should be kept to a minimum. Good grades and excessive weekday activities do not go together.
7. Sleep is very important. You can only do your best work when your body is rested.

8. Weekends are good times for working on longer projects such as themes, research projects, or the reading of novels, plays, etc.
9. Keep a record of your daily assignments. It is your job to make up work when you are absent.
10. Remember four things when studying:

    a. Studying is not just something you do in school.
    b. Start with a positive attitude--"I CAN DO THIS."
    c. Know your goal--"What do I need to do?"
    d. Know yourself--"How do I function best?"

The Parents' Role Regarding Homework

Parents play a most important role in the life of a child. Reading success is dependent upon all phases of the child's life: motivation, aspirations, values, background and even attitudes. Parents are still participating in the learning process as the child attends school where teachers build on what has previously been experienced and is being experienced outside the classroom. Providing informal educational experiences are the most important things that parents can do for their children. After the child enters school, the parents' role is reinforcer---reinforcing skills learned at school.

Most parents desire to help their child with school work, but without guidance from an educator, the parents' assistance may be inappropriate or harmful. Sometimes parents coach their child and the coaching becomes a "crutch" which can cause the teacher to falsely evaluate the child's real progress. The teacher assumes he has mastered that skill, when it is only so-called "surface learning."

Parents can help constructively when teachers guide parents through effective home-school communication. Parents and teachers together have the responsibility in helping students become independent readers and thinkers.

Teachers can help parents by providing letters or conferences that explain briefly how reading is being taught, and by sending finished papers home with explanations of skills taught. After reaching an understanding of the reading program and goals for their child, the parents' role is to provide opportunities at home so that the skills

learned can be reinforced. Parents can help promote a positive self-image for their child through various language experience activities and create a reading atmosphere at home; but above all else, by showing love and acceptance to the child.

Parents can provide an adult model by reading for their own enjoyment and enlightment, occassionally discussing and sharing their reading with the child and other family members. A parent can also share pictures, magazines, and music.

Parents should read aloud to their child. Children of all ages need to be read to, before and after they are able to read for themselves.

Provide books and magazines for the child to read that are on his/her particular age level or special interest. Reading materials need to be reached easily by the child with no restrictions on their use. Buy as many good books as your budget will allow, and use the libraries for other reading material.

Parents can arrange in their home a comfortable and relaxing place for the child to read. Possibly plan a time during the day when all the family members read (TV, radio, etc. are turned off). Be available to help with difficult word pronunciations or meanings, if needed. One does not have to be looking over the student's shoulder as he/she read or works.

The home is a good place to help the child discover that reading is useful, pleasurable, and a part of everyday-life. Parents can help instill an attitude that learning is fun and important. They can help by showing respect and confidence in teachers and education, and

showing interest and enthusiasm in their child's educational progress. However, parents have a right to voice objections, but should do so to the school authorities and avoid criticism of the teacher or the school in front of their child.

Homework is follow-up activities for the student to complete at home to reinforce a taught skill; in other words, practice. The teacher should make fairly certain that it can be satisfactorily completed by the student in a reasonable length of time. (Teachers need to remember that any grade taken on homework assignments is, in part, a grade on the home environment. A classroom environment is the same to all in that class, but home environments are not all the same.)

Parents should instill in the child that it is important to set aside a certain time for homework each day. Sitting down and completing homework at one setting without interruption is the quickest way to accomplish the task. Homework should be regarded as a portion of the child's job and respected by the parents and the child.

Parents should provide an atmosphere at home that is conducive to study. The homework environment should include a designated place to study, a desk or table, adequate lighting, and adequate supplies. Desirable supplies would be pens, pencils, erasers, and, if possible, encyclopedias and a dictionary.

Parents and children need to agree on a specific time when homework should be conducted. The time should meet the needs of both parents and the child. A student may resist parental urgings to start doing homework the minute school is out. Needed time and rest from academic tasks should be discussed and alternatives offered that are satisfactory to both parents and children.

Parents should not do homework assignemnts for their children. However parents can help by giving moral support and encouragement and the proper surrounding. The parent can offer praise when homework is completed. Sincere praise will go a long way toward helping children accept the responsibility for doing homework well.

Homework Motivators

Sometimes students and parents need an extra "push" to fulfill their homework obligations. On the following pages are a variety of ideas to motivate students and parents.

Sample Letter to Parents

Dear Parents,

Your child would benefit from extra work in reading. Areas that need reinforcement are _____

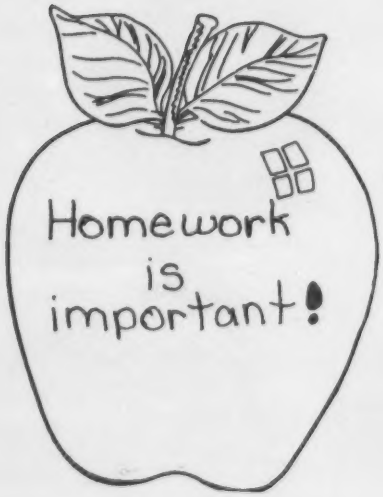
_____

_____ .

The attached materials will help reinforce the needed skills. Please return the completed papers so that I can recognize your child for doing "extra work."

Thank you for your cooperation.

Sincerely,



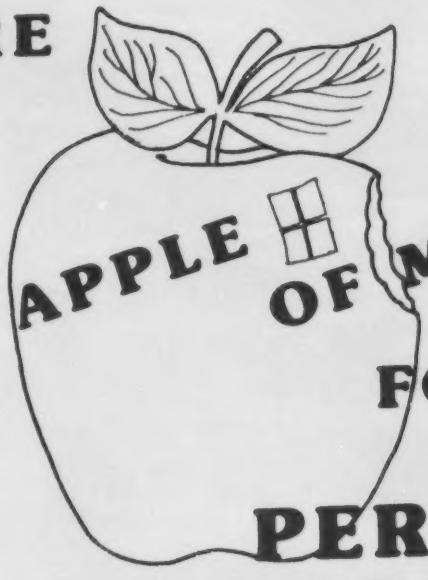
PERFECT PARENT AWARD

Your child has reached mastery

on _____

_____

YOU'RE THE APPLE OF MY EYE



FOR PERFECT HOMEWORK!

Take Home Mini-Reader

The Take Home Mini-Reader is an excellent tool for reinforcing reading skills. The mini-reader only requires that the parent listen to their child read a few minutes each school night; however, these few minutes can make a big difference in the ease with which a child masters new words and in the ability to retain the information. The usage of the mini-reader can be varied according to grade level.

Using the Mini-Reader with younger students - In the first square the teacher creates a picture exemplifying the story. The teacher then summarizes or copies parts of the story from the basal reader in squares 2 and 3. The new vocabulary words that accompany the story are copied in square 4. The teacher then dittos the mini-reader to be sent home. (Some teachers may prefer to leave the first sqaure blank so that children can draw their own pictures.) A good way to end the day is to pass out the mini-readers to the children and allow them to color the picture while the teacher reminds the children to practice reading them at home.

Using the Mini-Reader with older students - After reading the story in class, the student summarizes the story in squares 2 and 3. (The teacher may prefer to allow the class to summarize together while he/she writes the summary on the chalkboard.) The student then draws a picture that corresponds with the summary in square 1. Vocabulary words to be practiced at home are copied in square 4 from the chalkboard. See the following pages for examples.

1.

Miss Appleseed

4.

Please help me practice my new words.

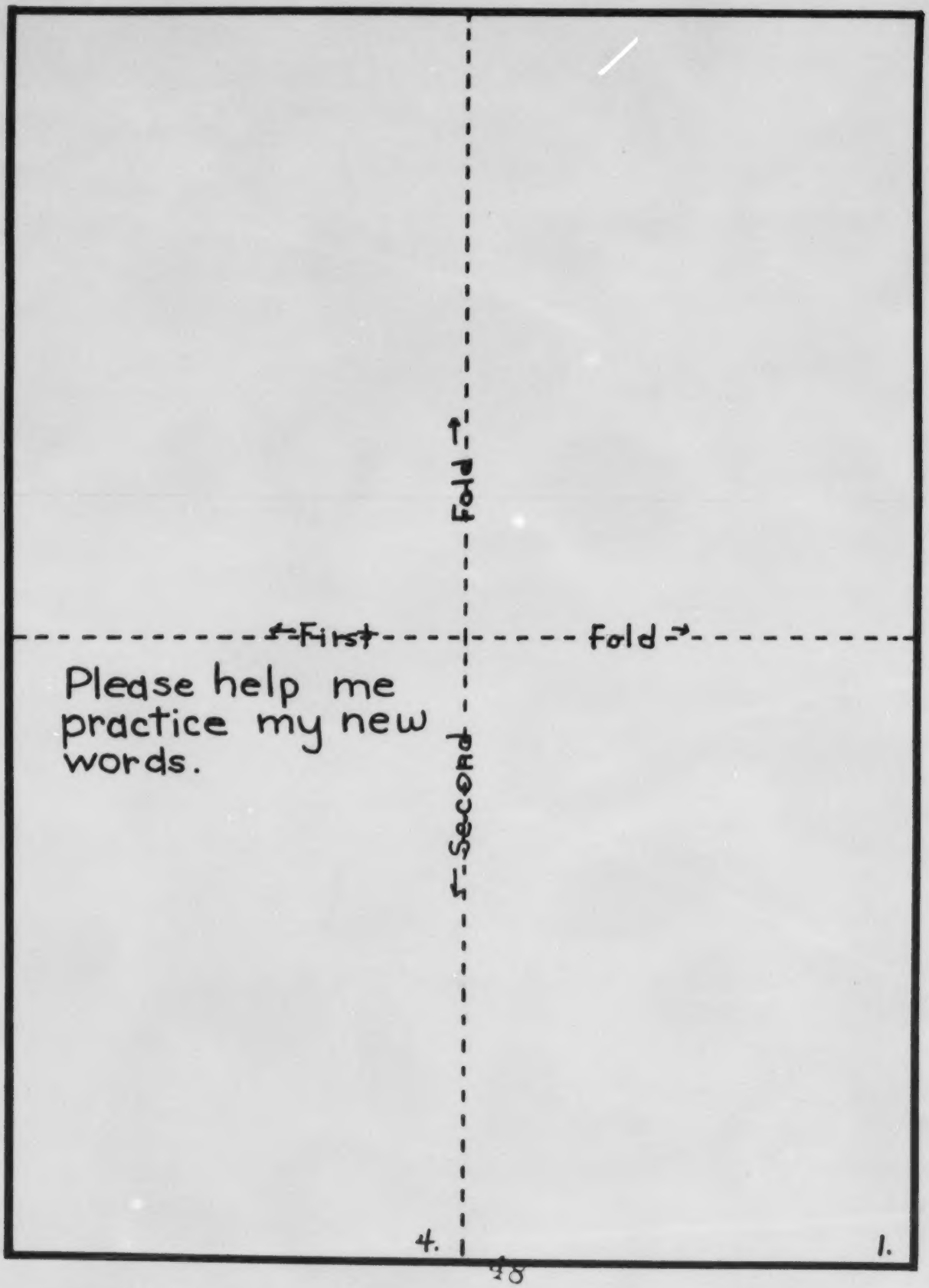
readers
home
practice
parents
models
listen
everyone
should
morning

Miss Appleseed wants all the young apples to be good readers. She teaches reading all morning. She tells her students to practice at home.

2.

She thinks parents should listen to their children read. She thinks parents should read, too. Parents make good models. Reading should be fun for everyone!

3.


Fold
First
Fold
Second
Please help me practice my new words.
4.
1.

SUMMER READING

"Teachers sigh with relief, students scream in delight, school is over for another year. Hopefully, each child has learned everything the teacher had intended. But when September comes will that still be true? How many will hear these words from the students, "We've never had this before"? It's discouraging to hear, "Didn't you teach them anything?" from the child's new teacher.

Actually, learning is a year-round job. Parents should be aware that during the summer it is their responsibility to reinforce what their child has already learned in school. Teachers can't call each of their students every day all summer to remind them of all the things they have learned.

What can we do to make parents aware of their responsibilities during the summer? Judy Hill, a teacher from Sulphur, suggests an open letter written to all parents. You will find copies of such letters in this section of the guide. How about an article in your local newspaper, or a public service announcement on your local radio station? Turn the pages to find examples of such news releases provided from the International Reading Association. Perhaps you might want to be a little more specific. Try sending home calendars for the month of June and July with activities for every day. The examples that are included in this guide may be reproduced and/or modified to fit your own paper. These are just a few examples of the alternatives you as a teacher have for keeping your students practicing and learning throughout the summer. Hopefully, you will find the suggestions in this

section of the guide more practical than calling each of your students everyday all summer to remind them of all the things they learned during the school year.

Judy Hill, "Summer's Here Again," The Oklahoma Reader, Spring 1981.

READING ROUND-UP

I'm planning on

roping in _____ books

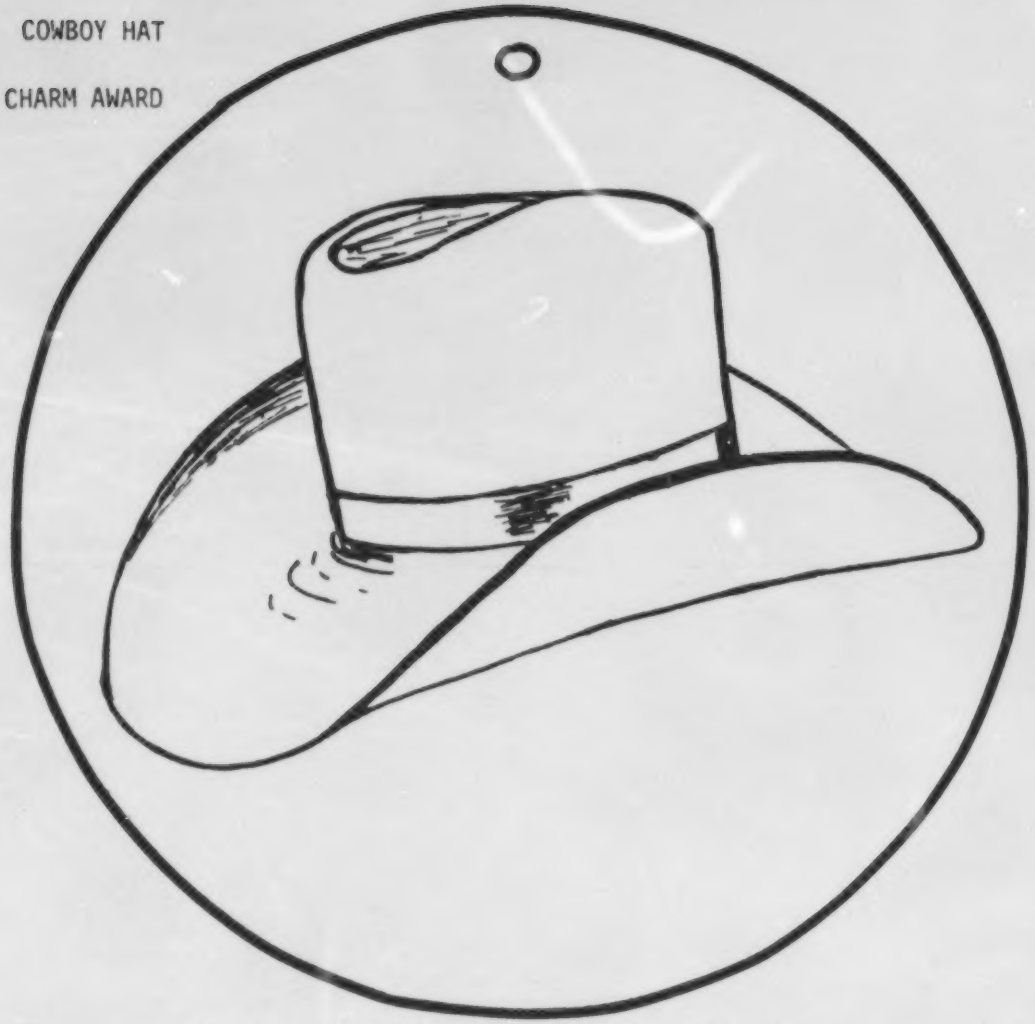
this summer!

Date _____ Student _____

Teacher _____

COWBOY HAT

CHARM AWARD



53

Teacher directions for shrinking the charm:

Trace on shrinkable clear plastic. Color with colored pencil or magic marker. Follow shrinking directions on package.

READING ROUND-UP

_____

reached the Reading Round-up goal of reading

_____ books during the summer!

Teacher _____

54

Dear Parents,

We have worked hard this year to help your child learn to read, write, and compute. We have encouraged him/her to cooperate with others, respect authority and express himself/herself with self-control. This summer can be a continuing learning experience for you and your child.

Reinforce what your child has already learned. If Tommy learned to tell time, allow him to utilize that skill throughout the summer. Provide him with varied opportunities to read--newspapers, recipes, billboards, labels, books and magazines. Perhaps your child would like to help you do your grocery shopping. Let him/her compare prices and check savings. If you plan to take a trip, allow your child to map out your travels and check for interesting places to visit.

Talk to your child. Listen to your child. Watch or read the news together and let him/her express his/her opinion. Encourage your child to ask questions about the things that he/she does not understand.

Give your child freedom to explore interests. Do not directly supervise all activities, but do suggest and encourage. If you are not planning an out-of-town trip, there are probably several places right in your own town which will provide numerous opportunities for your child to grow. How many times have you been to your local park, museum, or library? Check your newspaper for any special activities which might interest your child.

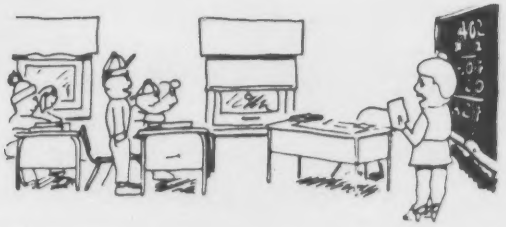
Summer vacation does not have to be filled with play, swimnming and T.V. You can share the excitement of vacation by combining learning with play while at the same time preparing your child for the next school year.

Sincerely,

Your child's teacher

This letter was printed with the permission of the author, Judy Hill, Sulphur, Oklahoma. It appeared in The Oklahoma Reader, Spring, 1981.

You were attentive, you listened, and you know the material, so---



NO homework for tonight.

Date _____ Teacher _____

Dear Parent,

Now that summer is here our students' thoughts are turning to swimming, baseball, late sleeping and playing. Their thoughts are far from the classroom. However, reading is a skill, just like swinging a baseball bat or doing the backstroke. It definitely needs practice. Summer reading is an important part of keeping those skills sharp.

Here is a simple poem I enjoy sharing:

We have two ends with a common link:
With one we sit
With one we think
Success depends on which we use:
Heads we win
Tails we loose.

Author Unknown

It is only natural to want to use one "end" more than the other during the summer months. If you will encourage your child to use "both ends" returning to school in August with reading skills intact will be a reality.

Sincerely,

P.S. Here are some summer suggestions:

1. If the family is taking a trip during the summer, your child could read about, and research, the route of travel as well as the destinations' points of interest, climate, geography and history.

2. Keep current magazines of interest to your child on hand.

3. Paperback books are more readily read by kids of the intermediate grades. Topics dealing with relationships with family and friends, careers, sports, popular music and the current stars, and cars are what many older children enjoy.

4. Encourage and give them every opportunity to practice their life reading skills. Have them look up information and numbers in the telephone directory. Newspapers should become a daily habit for them, even if they do nothing more than follow their favorite team in the sports section. Ask them to do some of your weekly shopping for you. Make sure they compare the label and prices. Recipes provide excellent practice for following directions, as does assembling models or reading instructions for operating appliances.

5. Read yourself! Enough cannot be said about the modeling effect. If your kids see you read, and you share with them some of your feelings about what you are reading, they too might be encouraged to pick up the book or magazine.

News Release

READING: AN IMPORTANT SUMMER ACTIVITY FOR YOUNGSTERS

Children have plenty of time during the summer to engage in a variety of leisure time activities. Many youngsters include leisure reading as an important and enjoyable part of their vacation schedule. As Dr. M. Jerry Weiss, Distinguished Service Professor of Communications at Jersey City State College in New Jersey, points out, "Once summer comes, children have a wonderful opportunity to enjoy the three R's of life" relaxing, recreation, and reading."

Summer reading can help youngsters keep their skills sharp during vacation. This will give them a head start when school reopens in September. Some studies even indicate that children who read extensively during the summer can actually advance their reading levels. Moreover, summer reading can be fun for youngsters!

Dr. John J. Pikulski, professor of education at the University of Delaware in Newark, stresses the role of parents in helping encourage children to engage in recreational reading during the summer. "Parents can be instrumental in getting the child interested and making reading a pleasurable activity. Anything parents can do to make reading easier for the child by helping out with difficult words or concepts helps. Try to make reading a relaxed activity."

What exactly can parents do to interest their children in reading? The International Reading Association, a non-profit education organization devoted to the improvement of reading instruction and promotion of the life time reading habit, offers the following suggestions:

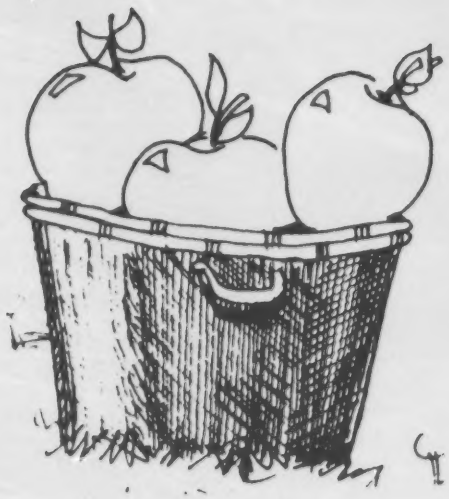
1. Reading to youngsters is one good way to turn them on to books. Even school-aged children still enjoy being read to occasionally. Setting aside a family reading time and making family trips to the library can also stimulate a child's interest in reading. Parents can also encourage youngsters to join one of the organized summer reading programs sponsored by schools and libraries in many communities.

2. Another important factor in encouraging reading is choosing reading materials that the child will enjoy. The youngster's interests provide the best clue as to the subjects he or she will like. For instance, a child with a pet might like books and magazines about animals, while youngsters who play baseball will enjoy following the progress of the local team in the newspaper. These types of reading activities will also show the child that reading can be informative as well as fun.

3. Parents must be careful to select books that are appropriate to their child's reading ability. Teachers and librarians can suggest such books. School and public libraries also have lists which include books that have been popular with youngsters of various ages. Some of the lists reflect the actual choices of children.

4. The best way for parents to inspire a child to read is to create a "reading atmosphere" in the home. First of all, set an example by reading books, magazines, and newspapers, and by demonstrating that reading is both a source of information and a source of pleasure. Parents should also make sure that appropriate reading materials are available in the home. If a child is surrounded by a variety of things to read, chances are he or she will show interest in some of them.

For parents who would like further information about summer reading, the International Reading Association has a brochure available that is full of tips on ways to encourage children to read during the summer and all year round. To get a free copy of this brochure, send a self-addressed, stamped #10 envelope to: "Summer Reading Is Important," International Reading Association, 800 Barksdale Road, P. O. Box 8139, Newark, Delaware 19711.



Reprinted with the permission of the International Reading Association.

30-second public service announcement

WHEN SCHOOL IS DISMISSED EACH YEAR, CHILDREN PREPARE FOR A SUMMER OF BASEBALL, SWIMMING, AND SKATEBOARDING. MANY CHILDREN ALSO INCLUDE READING AS AN IMPORTANT AND PLEASANT SUMMER ACTIVITY. SUMMER READING IS IMPORTANT. IT HELPS YOUNGSTERS KEEP THEIR SKILLS SHARP DURING VACATION. MOREOVER, SUMMER READING CAN BE FUN. ENCOURAGE YOUR CHILD TO MAKE READING A HABIT DURING THE SUMMER AND ALL YEAR AROUND. THIS MESSAGE IS BROUGHT TO YOU BY _____ AND THE INTERNATIONAL READING ASSOCIATION.

10-second public service announcement

PARENTS: READ WITH YOUR YOUNGSTER THIS SUMMER. JUST FIFTEEN MINUTES A DAY CAN MAKE A BIG DIFFERENCE IN A CHILD'S LIFE. THIS MESSAGE HAS BEEN BROUGHT TO YOU BY THE INTERNATIONAL READING ASSOCIATION.

The preceding news release and public service announcements were reprinted with permission of the International Reading Association.

OPEN HOUSE

MEET YOUR CHILD'S TEACHER,

SEE YOUR CHILD'S WORK, AND

VIEW THE SCHOOL.

PLEASE COME!

DATE _____ TIME _____

Summer Calendars

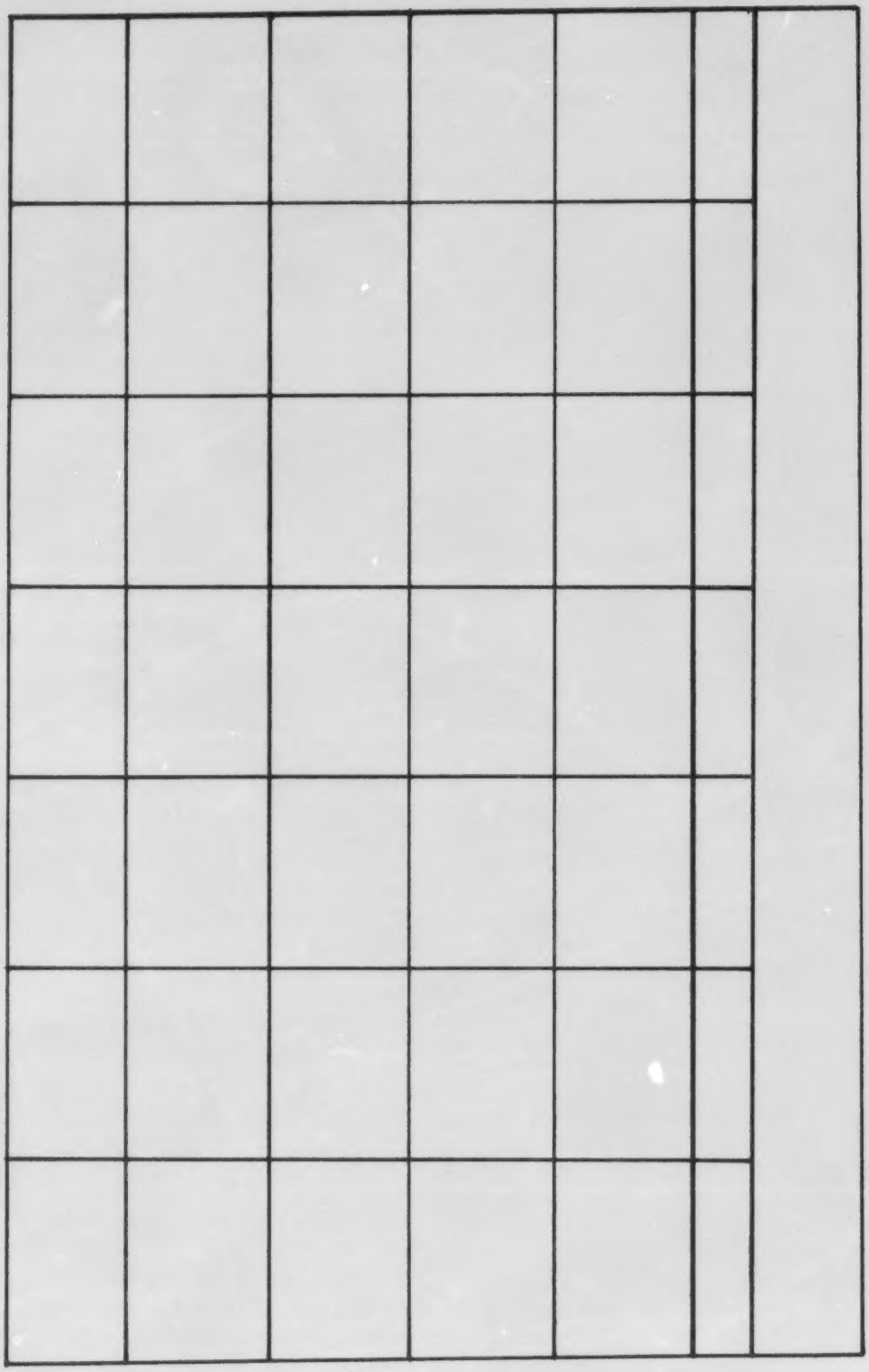
Dear _____.

Here are two calendars of fun activities for you to do during the month of June and July. Hang these where they will be easy to read. Each day, starting June 1, you can do the activity for the day and color in that square on the calendar.

Your very first activity will be to look at one of your parents' calendars and decide what day June 1 falls on. How many days are in June? July? Now before you hang your calendars up mark the dates in the proper squares. You will notice that there will be some squares that do not have a date. The activities in these squares may be substituted, just once, for any of the other squares if there is an activity that is not convenient for you do.

Now find a good spot, hang up your calendars, and have a fun summer.

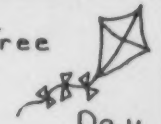
Love,



JUNE

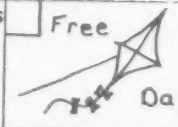
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Find and circle these letters in a page of the newspaper. Tt - green Bb - red Ll - blue	Listen to a story. How many people were in the story?	Sort a deck of cards by color; now by suit. ♡ ◇ ♤ ♧	Practice saying and writing your telephone number. If you already know yours, try a friends.	Name at least 5 things we can buy at a grocery store.	FREE DAY
Have someone read you an animal story.	Draw these: 1. straight line 2. wavy line 3. swirling line 4. zigzag line	Tell every person you see today what color they are wearing. What was the most popular color?	Count the chairs in your house.	FREE Day	Get the newspaper. Circle Kk's - red Hh's - blue Ww's - green	Help Mom in the kitchen. Try to decide what size container she should put things in as she is cooking.
Look at a picture book and tell the story to someone from the pictures.	Draw and cut out these shapes 4 circles 3 squares 2 rectangles 2 triangles Save these!	Make pictures with the shapes you cut out yesterday.	FREE DAY	Put all the silverware away today. Keep knives, forks and spoons separate.	How about reading some nursery rhymes with Mom or Dad? Can you say any by yourself?	Ask someone to put an object in a paper bag. (Don't peek!) Ask questions about it and try to guess what it is!
Free Day	Listen to someone read you a story. Tell what your favorite part was.	Practice writing your whole name.	Find and circle these letters in an old magazine. Aa - brown Dd - blue Gg - orange	What kind of animals would you find in a zoo?	FREE DAY	Count the light switches in your house.
Do something special with your family today!	May be you could make a birdfeeder. use: egg carton, peanut butter, sunflower seeds	Circle these letters in a magazine: Ii - red Mm - purple Cc - black	FREE DAY	Listen to a story. Could it have ended differently? HOW?	Fold washcloths in triangles, squares and rectangles.	Can you still say the alphabet slowly? Count from 1-50?

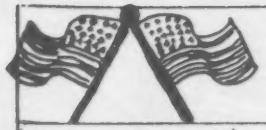
JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Play a group game with other family members.	Look in a newspaper - Circle these letters Ee - green Jj - red Nn - brown	Listen to a story. Were there any children in it? How Many?	Count how many days until your birthday. Use a calendar.	Sort a deck of cards by numbers.	Free  Day	Count how many steps it is from your room to the Kitchen.
Draw a picture of the U.S. Flag!	Find 10 things in the house that are circles. Which is largest? Smallest?	Ask Mom if you can string her extra buttons on a heavy thread with a large needle.	Listen to a story that is about a pet.	Free Day	Look in a magazine and circle these letters - Pp - orange Zz - blue Uu - purple	Crumple 5 sheets of newspaper with one hand. Toss each sheet in the trash can from 6 ft.
Practice dialing a friend or relative's phone number.	Listen to a story in the morning. Can you retell the story before bed?	Sort a deck of cards by shapes (suits). Now put the numbers in order.	FREE DAY	Put away your toys and try to decide what sound each one begins with.	Find these numbers in a magazine and circle them: 1, 3, 5 } red 2, 4, 6 } green	Make a picture using: toothpicks buttons straws yarn glue - scissors
Go for a ride with your family. Count all the red cars white cars blue cars	Look in the newspaper. Circle all these Ss - blue Vv - yellow Yy - brown	Free Day	Play Mr. Backwards! Use as many opposites today as possible. i.e. It sure is cold!	Read a story with someone	Find 10 things in the house that are squares.	Help clean up the yard today!
Sort buttons in an empty egg carton by: size color holes	Free Day	Learn the Four Seasons	Circle these numbers in a newspaper: 7, 9 } red 8, 10 } green	Straighten up your books. Stack them according to size.	Reread your favorite story!	Make a paper bag mask.

1st Grade

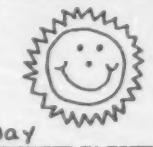
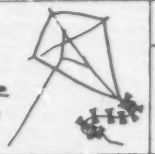
JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Free Day	☐ Make a sandwich for lunch. Cut it in half.	☐ Practice writing these letters. a b c d A B C D	☐ Draw a picture of something you want to do this summer.	☐ Read to someone for 5 minutes.	☐ Cut out even numbers (2, 4, 6, 8) and glue them on a paper.	☐ Put away all the clean silverware today. Be sure to sort it carefully
☐ Pick out a book and have someone read to you.	☐ FREE DAY	☐ Find 3 pictures of things that begin with J	☐ Count to 100 by 5's.	☐ Practice writing these letters f g h i j F G H I J	☐ Read to someone for 5 minutes.	☐ Cut out odd numbers (1, 3, 5, 7, 9) and glue them on a paper
☐ Do something special with your family today.	☐ Cut out pictures of vegetables from magazines and paste them on a paper.	☐ FREE DAY	☐ Ask someone to read you a story today. Can you change the ending	☐ Count from 1 to 50	☐ Practice writing these letters: K l m n o K L M N O	☐ Find these words on the front page of the newspaper and circle them. this was about are
☐ Read out loud for 5 minutes.	☐ Learn a nursery rhyme today.	☐ List all the foods you can think of that begin with S.	☐ FREE DAY	☐ Add these: 2+4= 3+5= 7+3= 3+3= 3+2= 6+3= 6+5= 4+5= 9+2= 7+4=	☐ Practice writing these letters: p q r s t P Q R S T	☐ Say the days of the week.
☐ Go visit a friend or relative.	☐ Draw a picture of your favorite T.V. show.	☐ Think of words that rhyme with cat.	☐ Find things in the Kitchen that begin with P.	☐ Free Day 	☐ Have someone read a short book to you today.	☐ Retell the story of the book you heard yesterday.



JULY

HAPPY BIRTHDAY AMERICA!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	☐ Ask someone what we celebrate on the 4th of July	☐ Practice writing these letters: u v w x y z U V W X Y Z	☐ Plan a parade with a brother, sister, or friend. Make a tin can drum. Have your parade outside.	☐ Read aloud for 5 minutes!	☐ Find these words on the front page of the newspaper, circle them. for that every came	☐ How many animals can you name that live on a farm?
☐ Go for a walk with someone. Count how many birds you see.	☐ Think of words that rhyme with fun.	☐ Practice writing your name and address.	☐ Make a sandwich for lunch. Cut it into fourths.	Free Day 	☐ Name the 4 Seasons. Draw a picture of your favorite one	☐ Ask someone to read you a story.
☐ Take a break today and sing your favorite song!	☐ Practice writing the whole alphabet.	☐ Today do something nice for someone in your family.	Free Day 	☐ Pick out a book and read aloud for 10 minutes.	☐ Count out loud by 5's to 100.	☐ Find as many things as you can outside that begin with Dd
☐ Subtract these: 7-3= 5-2= 9-2= 7-5= 10-6= 8-4= 6-3= 9-4= 8-3= 10-7=	☐ Find these words on the front page of the newspaper and circle them very said when more from some	☐ Ask Mom if you can sort out her canned goods. fruits vegetable soups	☐ Name each shape ○ □ △ ▭ ◇ ⬭	Free Day	☐ Read aloud for 10 minutes	☐ Help plan your family's Sunday dinner. What can you do to help?
Free Day	☐ Say the days of the week from memory.	☐ Continue each pattern on a piece of paper. □□□ △△×△△× ○○○○○○	☐ Think of 5 things you have done this summer. What was your favorite?	☐ Name animals that live in the jungle.	☐ Ask someone to read you a story today.	☐ Find and circle these words in the newspaper. that your were with

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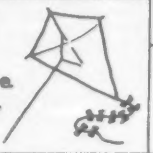
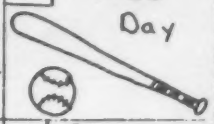
2nd Grade

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Have some family fun!	☐ Pick out some books to read from the library or of your own.	☐ Make a puppet from a small paper bag, old sock, or a stick.	☐ Read and pretend your puppet is reading too!	☐ Close your eyes and think some red thoughts. Draw some pictures and label them.	☐ Make a birthday card for someone with a June birthday.	☐ Find all the "blend" words you can. Such as - bl, pl, cl, sl, gr, pr, cr, tr, gl, sk. Make a blend scrapbook.
☐ Free Day	☐ Help your Mother follow a recipe to make something special.	☐ Read with a Friend for 20 minutes.	☐ Write a story about the first time you rode a bike.	☐ Make a separate card for each letter in your first + last name. Now see how many words you can make.	☐ Play Tic Tac Toe using long and short vowel a. Instead of putting X or O, write a word containing your sound.	☐ Make a secret code. Write messages to your family. i.e. 4=a □=d E=b ∪=e ⊐=c 1:1=f
☐ How about a walk or hike with the family. When you get home list all the things you heard.	☐ Cut up a cartoon from the Sunday paper. Put the pictures back in sequential order.	☐ Free Day	☐ List all the foods you love to eat. Find pictures in magazines. Make a food collage.	☐ Start saving labels off of canned foods. Take your books back to the library and pick out more.	☐ Spend time reading alone and then aloud to your favorite person.	☐ Plan a pretend picnic where will you go? What will you eat? What games will you play?
☐ Watch your favorite T.V. Show. Tell someone who didn't watch what it was about.	☐ Look in the newspaper and find all the words you can about time. Circle them. Example: week, one, minute	☐ Read a book or a comic!	☐ Free Day 	☐ Plan a trip to a zoo, park or museum. Look at an Oklahoma State map.	☐ Make a list of things you could do if you were sick in bed.	☐ Ask your parents or grandparents to tell you about things they did when they were young.
☐ Do something nice for someone else today!	☐ Put your canned food labels in catagories. How many words can you find that you know?	☐ Find all the contractions you can in todays newspaper. Circle them in green.	☐ Make a list of peoples names that begin with M	☐ Free Day	☐ Read aloud for 10 minutes.	☐ Try to find a brand new interest at the library!

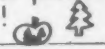
2nd Grade

JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ How about a family picnic?	☐ Get a blank calendar or make one. Keep track of the weather this month.	☐ Make a birthday card for someone with a July birthday.	☐ Free Day	☐ Write a letter to a friend or a relative.	☐ Make a map of your neighborhood. Include houses, stores, playground, fields, etc. Be sure to label the streets.	☐ Read alone for awhile. Share one thing you found out.
☐ Find an old newspaper. Mark all the words ending in ing green. Mark all words beginning in ch orange.	☐ Watch your favorite T.V. show. At the commercials tell what you think will happen next.	☐ Free Day 	☐ Use 10 envelopes. Mark them with the long or short vowel sound (ā, ă, ē, ĕ, ī, ĭ, ō, ŏ, ū, ŭ) Find pictures in magazines. Cut them and place in correct envelope.	☐ Try to find a Poetry Book.	☐ Copy some sentences from a book and leave out the punctuation. Put this paper in a safe place.	☐ Play a group game! i.e. Monopoly Sorry Mad
☐ Have someone read the funny paper with you!	☐ Try to put the punctuation back in your sentences. Check your book!	☐ Free Day	☐ Read alone for awhile.	☐ Find interesting pictures in a magazine. Tell what you think is happening. Have someone write down your words.	☐ Play a favorite card game	☐ Go grocery shopping with Mother. Help her find the things she is looking for.
☐ Read a magazine or comic book	☐ Can you do these...? 12+13= 48-23= 21+44= 72-41= 51+16= 83-12= 81+10= 98-81= 33+65= 67-25= 46+12= 17-11=	☐ Listen to a tape or record. What is your favorite song?	☐ Tell someone about The First Time you tried roller skating.	☐ Free Day	☐ List all the things you did on your Free day in proper order. Don't forget anything!	☐ Close your eyes and think some green thoughts. Draw some pictures and label them.
☐ Take a lot of time today visiting with your family about their different interests and hobbies.	☐ Read a story you like out loud to someone.	☐ Add the numerals in your phone number.	☐ Make a list of all the members in your family and their birthdays.	☐ Think of words that rhyme with your name.	☐ Find out different names of flowers. Look in an encyclopedia. Ask friends. Look in yards.	☐ Free Day

3rd Grade

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Play a game with your family.	☐ Pick out a book from the library or from home that you will read this week.	☐ How about making some cookies! Read the receipe care fully.	☐ Read two different comic strips.	☐ Find 10 things in the kitchen with a short vowel sound.	☐ Write a letter to a friend or a relative.	☐ Find a quiet spot and read for 15 minutes.
☐ Free Day	☐ How many times can you find the word through on the front page of the newspaper?	☐ Look up the telephone number of a friend, your doctor and the police.	☐ Find 10 things in the yard with a long vowel sound.	☐ Read quietly for 15 minutes.	☐ List all family members first names in alphabetical order.	☐ Help plan and write out the menu. for todays dinner or supper.
☐ Find a comic strip. Cut it up and try putting it back in order.	☐ Ready to pick out a new book?	☐ Read the back of a cereal box.	☐ Free Day	☐ As you go through the day try to find all the "loud" words you can.	☐ Read for 20 minutes today!	☐ Find the grocery ads. in today's paper. Spend $10.00!
☐ Plan a future trip to the park, museum or zoo.	☐ How many words can you think of that rhyme with rug?	☐ Read quietly for 20 minutes!	☐ Find a new word in the newspaper or a magazine. Look it up in the dictionary. Use it in a sentence.	☐ Free Day	☐ Find 5 words that begin with br and 5 words that begin with tr.	☐ Think of something we drive that rhymes with star. Make a list of it's parts. (save your list)
☐ Put the list you made yesterday in alphabetical order.	☐ Write a story about something fun you did this month.	☐ Read out loud to someone for 10 minutes!	☐ Free Day	☐ Put these words together to make new words. tooth coat bean foot finger / ball brush rack nail bag	☐ Think of your favorite Holiday and draw a picture of it! 	☐ Read Quietly for 20 minutes.

JULY

3rd Grade

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Pick out another book to read.	☐ Memorize your car liscense tag. If your family has 2 cars. Try learning both tag numbers.	☐ Read aloud to someone for 10 minutes.	☐ Make a list of all the words that describe the 4th of July.	☐ Put your list of 4th of July words in alphabetical order.	☐ Watch and listen to the T.V. commercials. How many contractions did you hear in 1 hour.	☐ Free Day
☐ Read Silently for 15 minutes.	☐ Ask mom if you can make a treat for the family. pudding jello cake cookies	☐ Name the 12 months of the year in order.	☐ Need a new book today? How about a trip to the library!	☐ Surprise someone. Clean your room!	☐ Free Day	☐ Look in a magazine or newspaper. Circle all hot words red and all cold words blue.
☐ Watch a favorite T.V. show but make up a new ending.	☐ Find Oklahoma on a U.S. map. How many other states touch it?	☐ Write a story about what you did on the 4th of July.	☐ Read to someone for 10 minutes.	☐ Free Day	☐ Ask Mom if you can put the grocery list in alphabetical order.	☐ List all the things you find around the house that contain sh, ch, th
☐ Do something special with your family today.	☐ Time to pick out your 5th book. Maybe you have read more than that.	☐ See if you can write all the letters of the alphabet in 3 minutes. (capital and small)	☐ Look for pictures and words of your favorite foods. Cut them out and make a book.	☐ Count all the chairs in your house. Which is your favorite?	☐ FREE DAY	☐ Read with a friend for 15 minutes!
☐ What are the opposites? morning winter old happy light walk dirty good over bad	☐ Write a story about your favorite day in July.	☐ Practice writing your full name, address, telephone number and birthday.	☐ Make a schedule of the jobs you will do on Saturday.	☐ Read! Read! Read! Read!	☐ Free Day	☐ Be sure to do all the jobs on your schedule.

4th Grade

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Go to a library, a friends, or your own bookshelf and pick out 3 books.	☐ Find 10 long vowel words and 10 short vowel words in a newspaper or a magazine.	☐ Read for 20 minutes. Share your favorite part with someone.	☐ Find words that rhyme with your name - first or last!	☐ Look at a calendar and find out how many days until Christmas.	☐ Write the 12 months and three words describing each month.	☐ Free Day
☐ Have you finished one of the books? If not try to finish it today.	☐ Write a letter to a friend.	☐ Make a list of your favorite foods and put them in alphabetical order.	☐ What is the opposite ? follow straight friend modern valuable	☐ Find 8 words in FATHER	☐ Free Day	☐ Plan something special for the family to do tomorrow.
☐ Have fun with your family !	☐ How many syllables ? invest newspaper magazine company world summer	☐ Read for 20 minutes. Tell someone what you found out.	☐ Ask Mom or Dad if you can count their loose change.	☐ Free Day	☐ Find something in the newspaper that looks interesting. Read it with someone.	☐ Hide something and make a treasure map. Let someone try to find it.
☐ Go for a hike. Keep your eyes and ears open. When you get home make a list of all the things you can remember.	☐ You should be working on your 3rd book by now. If not get that second one finished today!	☐ Free Day	☐ Set a timer. Can you write the whole alphabet (capital and small letters) in 3 minutes?	☐ Find three new words in the newspaper. Look them up in the dictionary. What do they mean?	☐ Can you remember these ? 6x3: 8x8: 4x8: 9x2: 7x3: 4x3: 5x4: 7x7: 3x8: 8x6:	☐ Ask Mom if you can make your favorite cookies. Read the receipe carefully !
☐ Read! Read ! Read!	☐ Look up 6 friends in the phone book. Write their names, addresses and phone numbers.	☐ Alphabetize the grocery list. Go to the store and see if you can remember 5 things on the list without looking.	☐ Free Day	☐ Say 7 compound words. Example: baseball	☐ Draw a picture of the best thing you have done so far this summer.	☐ Did you get all 3 books read this month?

4th Grade

JULY

HAPPY BIRTHDAY U.S.A.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Do a cross word puzzle	☐ Get 3 more books picked out to read this month.	☐ What holiday is this month? Look up information about it. How and why was it first celebrated?	☐ Tell one of your parents 7 nouns. Remember a noun names a person, place or thing.	☐ Use your 7 nouns in a story today.	☐ Free Day	☐ Draw a picture of the flag of our country. Hang it up for all to see.
☐ Hopefully you and your family and friends can do something special today!	☐ Read for at least 20 minutes today. More if you want.	☐ Write a poem about a secret wish.	☐ Free Day	☐ Find 3 more new words in a newspaper or magazine. Look them up in a dictionary.	☐ Can you remember your 3 new words from yesterday? Spell them. What do they mean?	☐ Plan the menu for a special Sunday dinner.
☐ Read the new T.V. Guide. Make a chart showing when your favorite shows come on.	☐ Tell one of your parents 7 verbs. Remember they are action words!	☐ Use your 7 verbs in a story!	☐ Measure all the furniture in your room. Draw a picture of how your room is arranged.	☐ I hope you are reading on your second book for this month.	☐ Free Day	☐ Write a letter to a relative. Check your spelling!
☐ Pick out 3 cartoon strips. Cut them in sections and mix them up. (save these)	☐ Read! Read! Read! Read!	☐ Get your cut up cartoon strips and see if you can put them back in order.	☐ Find words that rhyme with: spot car couch train	☐ How many contractions can you think of? Write the two words that each one stands for.	☐ Free Day	☐ How about helping with some yard work today? Make a list of the things you did.
☐ Better start reading that 3rd book if you haven't already.	☐ Write all the names of the kids in your last years class from memory. Alphabetize the list.	☐ Make up a joke or memorize a new one from a book.	☐ Free Day	☐ Organize your closet shelves. Put the same kinds of things together. Think about the size of things.	☐ Write 5 Kn words	☐ Find 7 words from the letters in August

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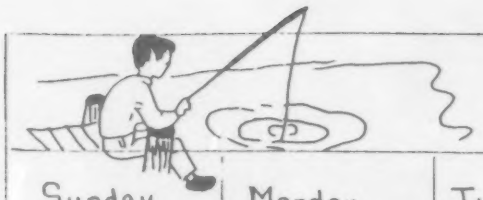
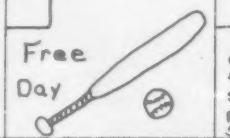
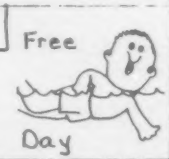
5th or 6th Grade



JUNE

Sunday	Monday	Tuesday	Wednenday	Thursday	Friday	Saturday
☐ How about Keeping a diary this Summer? Remember diaries are private!	☐ Describe an object to a friend or a sister or brother. Don't tell them what it is! See if they can draw a picture of it.	☐ Try to read 3 books this month. Begin Today!	☐ Free Day 	☐ Make a home Safety inspection tour— electric cords not frayed, rugs don't slide, Flamable and poisonous objects stored properly.	☐ Give your family an oral or written report of your inspection tour.	☐ Name 6 words that rhyme with June.
☐ Free Day	☐ Say table of 7's (7x1= 7x2=)	☐ Write a short message to every member of your family. It can be a riddle, a greeting or question. Tuck them in unlikely places like sock drawers.	☐ Read alone for awhile then read your favorite part aloud to someone.	☐ Name 10 fruits. Put your list in alphabetical order.	☐ Unscramble: esor a ffins	☐ Is your family going to take a trip this summer Get out a map and plan your route. Pick a pretend place if you like.
☐ Try to get the whole family to do something together.	☐ Surely you have finished one book by now. READ!	☐ Organize the medicine chest. Separate each family members preseriptions. Look at the dates. Notice instructions and caution labels!	☐ Say your A B C's backwards!	☐ Write a letter to an aunt or uncle.	☐ Free  Day	☐ Read a magazine or a comic book.
☐ How many words can you make from swimming pool ?	☐ Arrange the cooking seasonings and spices in alphabetical order.	☐ Read for at least 20 minutes!	☐ Can you recognize these states? or can I fail oil is nil my, go win work yen	☐ Free Day	☐ Think of all the things you want to do tomorrow. Make a schedule showing what time you think each activity will begin.	☐ Keep track of everything you do today and when you do it. Compare it with the chart you made yesterday.
☐ Do something special for someone else today!	☐ Cut 6 different headlines from yesterdays paper. Cut each headline in 3 sections. Mix all together. Try to reassemble!	☐ Make a list of things found in the house that are made of: glass wood rubber plastic	☐ Are you going to get your 3rd book finished this week?	☐ Play a favorite card game!	☐ Free Day	☐ Help plan a special Sunday dinner. Read over Mom's receipes.

5th or 6th Grade

JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐ Look at the front page of a newspaper. Find all the 3 syallable words. Put them in alphabetical order.	☐ How about starting out this month with a mystery book?	☐ Free Day	☐ Make a chart and keep track of the temperature everyday this month.	☐ Look up these terms: Independence Liberty Freedom Democracy Do they have any meaning to you?	☐ Look at the grocery adds. Compare 2 different stores. Are there any differences in prices?	☐ Can you think of 5 ph words?
☐ Read to someone you enjoy! Have you solved your mystery book yet?	☐ Guess the measurement of: width of a door height of a table length of your shoe width of a window Now measure and compare.	☐ Name the states that touch Oklahoma.	☐ Say the table of 3's (3x1 =) (3x2 =) etc.	☐ Free Day	☐ Write some sentences using as many different meanings as you can think of for these words: ring train fly back bi run	☐ Name the first 3 presidents and the last 3.
☐ Make a list of subjects discussed on 60 Minutes	☐ Spend 30 minutes reading alone.	☐ What do these abbreviations mean? a.m. lb. C.O.D. ft. Dr. Dec. Tsp. H.S. jr. hr.	☐ Free Day	☐ Adjectives are words that describe. Find 5 new adjectives in the newspaper or a magazine. Look up the meaning.	☐ Using a timer or stop watch, write as many words as you can think of that describes summer. you have 2 minutes.	☐ Look at a restuarant menu. What is the most expensive item? the cheapest? what can you order with $4.00.
☐ Read about your favorite baseball team or your Dad's favorite in the sports section.	☐ Make a list of job or career joices. which require High School? which require college?	☐ You should be starting on your 3rd book for this month.	☐ Using an Oklahoma Highway map, list the towns U.S. 183 goes through.	☐ Free Day	☐ Cut out 2 large adds from a magazine. Compare them. Color Appeal Honesty etc.	☐ In the telephone directory find the name and number of: 1. a plumber 2. an electrician 3. a doctor 4. Telephone repair
☐ Perhaps the whole family could visit some friends or relatives!	☐ Create a collage illustrating your mood. i.e. angry happy shy	☐ Draw a map from your house to school.	☐ Free Day	☐ Pretend you have $75 to spend on clothes for school. Look in a catalogue and see how good a shopper you are.	☐ Study the T.V. Guide. Is there a show or series you have never seen? Watch it and write a review.	☐ From your temperature chart make a graph showing the highest and lowest temperatures for this month.

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Conferring with the Parent

PARENT, TEACHER, STUDENT MEETING PROMOTES GROWTH

by Dr. James L. Casey

Casey is administrator of the Planning Research and Evaluation Section, State Education Department.

Most schools have implemented some form of student progress conference because of its value. Some conferences are limited to a confused visit at the annual "open house," but many others are real jewels of communication about a student's educational progress. Some schools have eliminated grade cards entirely in preference to conferences.

A few teachers who avoid the face-to-face conference will continue to ask, "Why?" "What good are they?" Experience and research answers that when parents involve themselves in their children's educational program the children's educational growth is affected. A pre-kindergarten study in New York showed that the children who tended to score highest on three measures of cognitive development were those whose parents spent the most time participating in activities related to the program or the school. A study in California found that a program including conferences made a 30 percent gain in rate of learning among its students over a three-year period.

Conferences are a way of continuing and capitalizing on some very important relationships - feeling between people. If a child feels important, respected, loved by another person, then confidence blossoms

into trust and learning from that person. If a child does not feel respected, then what is learned turns into distrust, lack of confidence, and, often, destructive anger. It is basic to the learning process, then, both at home and at school, that adults build a child's self-esteem and promote positive relationships with other people.

Conferences that include the child as an equal partner build upon these relationships. They help the child see things from another's point of view. They help him or her develop responsibility for self-directed learning. This responsibility means that the student is his or her own most important teacher.

Next to the student, parents are a student's most important teachers. The home has about twice as much influence upon a student's intellectual, social, and emotional growth as does the school. Parents are very successful teachers. They teach the foundations for the most important human behaviors: sitting, walking, using hands as tools and with tools, understanding and speaking language, thinking, loving. Parents are intelligent, they know growth has occurred one step at a time, they spend a great deal of time with children. They do not expect perfection, but most importantly they love their children. The school teacher's job is to help the child and parent build upon these wonderful beginnings by developing quality in a few selected areas.

CONFERENCES PROMOTE GROWTH

Conferences are one of the best tools for promoting growth. Conferences are designed to provide a time for parents, as well as their children, to visit with teachers in short valuative and diagnostic

conferences. Successful conferences and subsequent student growth depend considerably on the information provided by the teacher and upon the preparation done most by the teacher, but, also, by the student and parent.

Successful conferences are brief. From 10 to 30 minutes is sufficient time if preliminary work is done well. Twice a year is also enough if it includes planning for ways that each team member can help during the year or semester. More frequent conferences may be necessary for students who need more help or if the team members have very different perceptions of what is going on.

How can you prepare for conferences? School goals are a good place to begin. If you don't have these, then develop your own. Make them general, covering responsibility, self-respect, learning, communicating, science, arts, thinking, work, and citizenship. Develop a check sheet to send home. Let the parent and the child check their priorities and how they think the child is doing in these goal areas. This becomes the main content for your conference. Your information adds depth to that content.

Know your students - where they are, what growth they have made, what they need to learn next, where do you expect them to be by what time. Do not predict failure. Teachers' prophecies have a way of coming true.

BE POSITIVE

Keep a positive frame of mind. Add to zero, not subtract from 100 (the perfect score). In other words, praise a child for trying and

having a little success rather than criticizing them for not being perfect. So what if they're in the fourth grade and reading at second grade level. How much have they grown? Be honest and positive.

If you feel uncomfortable about conferencing, seek some guidance from a fellow teacher who has had successful conference experiences or, better, enjoys them. Ask the principal for a one or two hour conference inservice training session. Observe someone else conferencing. Role play. Think it through. Use positive imagery.

Before the conferences get your act together. (1) Schedule the conferences. Ask parents to confirm a suitable time. Follow up by trying to reach everyone. (2) Give the parent and student something to work with. The goal check list could be one thing. Some schools send home suggestions to parents about how to get the most out of a conference. (3) Gather the materials - progress forms, test scores, work samples, student books, your goals. (4) Be prepared to explain what is being done in school. (5) Arrange a comfortable setting. Sit beside the parents, not behind your desk. (6) Encourage student and both the parents to attend, but proceed with whoever is there.

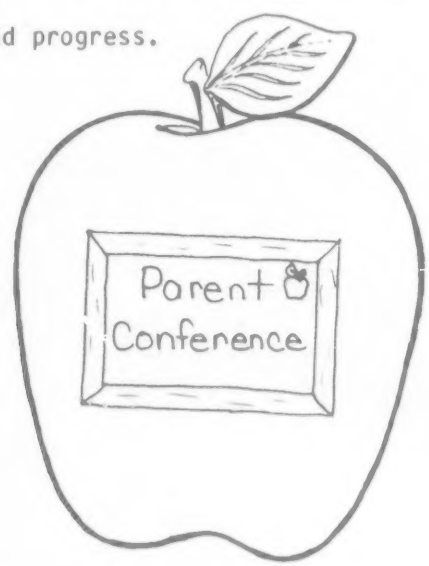
During the conference remember these are your friends and partners. (1) Be friendly. (2) Keep it positive. (3) Be specific with constructive suggestions. (4) Stop and really listen to parents and student. Encourage them to ask questions. (5) Discuss forms, materials, and processes. (6) Give the parent guidance and materials on helping the student at home. (7) Let parents know how they can keep in close contact with you. (8) Show them that you are truly interested in the student's success. (9) Thank them for coming and let them know how

they can set up additional conferences. (10) When parents have not been able to attend, some teachers have had successful conferences with just the student. On such occasions students have even requested that the conference be held because they find it worthwhile.

FOLLOW UP

After the conference do your follow up. (1) Make notes about decisions, plans, problem areas, concerns, interests. (2) Follow through on giving parents the materials or information you promised. Plan for implementing suggestions made in the conference. (3) Evaluate your behavior during the conference and make plans to work on areas where you want to do better. (4) Tell someone else how much you enjoy conferences and how much good they do.

Parent-teacher-student meetings conducted according to this pattern become real conferences and not confrontations. They build success. There is not substitute for face-to-face dialogue in promoting teamwork and progress.



EVALUATING THE PARENT CONFERENCE

After completion of the parent-teacher conference, the teacher may find it beneficial to personally evaluate the effectiveness of the conference. Record in writing the decisions agreed upon, the problems that were discussed, and any other pertinent information. Decide if you could possibly improve the quality of the next parent conference. The following checklist can be utlized to evaluate the conference.

1. Did the parent(s) have ample opportunity to express concerns?
2. Did the teacher put him/herself in the place of the parent to better understand the parent's viewpoint?
3. Did the parent understand the instructional process that his/her child is receiving?
4. Did the teacher offer the parents ideas to use at home to help the child?
5. Did the teacher make the parents feel comfortable so that the parents will feel free to keep in close contact?
6. Did the teacher answer all questions fully and truthfully?
7. Did the parent understand all educational terms used and understand the test results discussed?
8. Will the parent look forward to the next parent conference?

In order to best meet the needs of parents, teachers may ask the parents to fill out a questionnaire at the conclusion of the conference. Parents may express in writing what they were too inhibited to say in person. A teacher may learn more about how a parent truly feels from a short questionnaire than from a thirty minute conference.

Sample Parent Evaluation Form for a Parent Conference

Dear Parent,

Please check the answers that were applicable to the parent-teacher conference just held. Thank you.

The conference helped me as a parent to:

	Yes	No
Understand my child's academic needs	_____	_____
Understand my child's social needs	_____	_____
Understand my child's capabilities	_____	_____
Understand how to help my child	_____	_____
Understand the type of instruction that my child is receiving	_____	_____
Understand my child's test scores	_____	_____

Comments _____

_____

_____

_____

_____

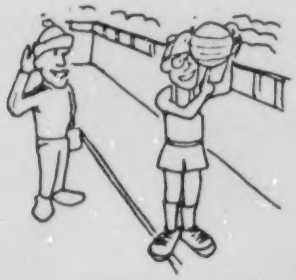
_____

_____

RESPONDING TO: WHAT CAN I DO TO HELP

"How can we help?" is a question that parents frequently ask. Although every student is unique, there are many general suggestions that teachers can offer to all parents.

1. Help your child catch the idea that reading is enjoyable. Reading to your child on a regular basis and reading yourself for pleasure sets a positive example for children. Listen to your child read and ask questions about the story. Be careful not to correct your child all of the time.
2. Surround your child with a variety of books and magazines. Youngsters feel very good about receiving their own books and magazines in the mail. Ownership of a book or magazine makes it particularly special to a student.
3. Watch your child's interests and provide appropriate reading material. Provide a time and a place to read the material. This could be the start of a variety of hobbies and collections.



4. Take your child on trips and visit about the things you see. Simple trips to the grocery store, shopping center, or the library can provide experiences that give a background of valuable language understandings.
5. Play games that involve reading or math that are suitable for your child's age.
6. On a trip, have your child follow your progress on a map and watch for signs and other historical markers.
7. Let your child have cooking experiences. You child could read the recipe, read labels on products, and measure ingredients.

8. Raise questions as you go about your daily routine: questions or comments about the weather and how it affects our daily lives, questions or comments about television programs, etc. Use full sentences, rather than single words or phrases.
9. Encourage your child to engage in writing experiences. This could be letters to friends and relatives or homemade books filled with your childs own stories and poems. Some children like keeping daily diaries.
10. Show interest in your child's schoolwork. Ask to see finished homework and graded papers. Parents can occasionally help with spelling words, basic math facts, and listening to a story.
11. Make an effort to get to know your child's teacher. Attend Open House, school programs, and parent-teacher meetings. This helps you understand what is happening at school and exemplifies to your child that you value his/her education.
12. Have certain responsibilities for your child at home. If children accept responsibilities at home, they are likely to accept responsibilities at school. The acceptance of responsibilities starts at home.
13. Limit the amount of television viewing. Try to expose viewing to programs that encourage positive values. After or during a program, discuss it with your child. Discussions build understanding and vocabulary development.

14. Don't set impossible goals for your child. Accept your child just as he or she is. This will prevent undue frustration. If you believe in your child, he or she will feel a sense of self-confidence. Don't compare one child with any others. Children are different.
15. Listen to your child. Praise him on achievements and comfort not criticize on failures. We all experience joy and frustration and it is nice to have someone to talk to. Your positive attention will make your child feel important. Just like adults, children do not like to be ignored.

A Special Thanks to the Following Teachers for Helping Compile the "What Can I Do to Help" List

Broxton Elementary School

Bill Hodges
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Cement Elementary School

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Renee McNeely
Karen Glass
Evalee Houty
Connie Blair
Millie Still
Iris Simmons
Pam Rucker
Dan Zachery
Terri Townley
Suzie Davis
Janet Spencer
Charles Brownback

Carnegie Elementary School

Betty Morris
Doris Rexroat
Debbie Nix
Dena Skinner
Lucy Easterling
Janis Coon
Linda Hansen
Nell Jennings
Susan Dyer
Cordelia McCullough

Duncan School

Linda Craig
George Hopper
Barbara Wheeler

Utilizing Parents as Reading Volunteers

VOLUNTEERS IN EDUCATION

ENERGY! We hear the word and think of natural resources. We think of the ability to move objects, to transport. We think of oil, gas, and nuclear fusion. There are other sources of natural energy that can help you, the teacher, in your classroom. One in particular is available for teachers as you strive to reach your educational goals. This natural resource is community involvement.

Like all elements, this natural resource must be utilized under guided conditions. But, like crude oil that is changed to high octane gasoline through refinement, volunteer services are a natural resource that can be utilized, after training, to help children reach maximum education potential. Energy and time are necessary to help meet individual needs in your classroom. By training, organizing, and directing interested parents (or other members of the community) you can have the time and energy necessary to meet the individual requirements for which you strive.

The National Coalition for Parent Involvement in Education's rationale states, "The belief that parent involvement in children's education is one of the most important factors in educational success is so deeply rooted in common sense that few bother to question it." George Gallup (of the Gallup Polls) reports: "A careful examination of survey findings for the past 10-year period leads to this conclusion: many of the problems of the schools can be solved only if parents become more involved than they presently are in the educational process. Parents must, in fact, be regarded as part of the teaching team.[1]

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[1]National Coalition for Parent Involvement in Education, 300 North Washington, Alexandria, Virginia 22314.

Another aspect of community involvement that educators cannot ignore relates to continuing financial support for public education. Four out of five voters do not have children in the public schools. Yet, they are called upon to support the tax levy program in order for the schools to have adequate funding.

It does take effort on the part of a teacher to involve the community in the education of its youth. It also takes effort on the part of the community to be involved. It is well worth the effort on both parts.

School Volunteers in the United States have given a minimum of 640 million dollars worth of time to schools in the past decade. Government sources now consider that school volunteer programs constitute one of the largest citizen participation efforts in the nation.[2]

Volunteer programs have grown and are growing because teachers and administrators have been able to see the excellent contributions individual volunteers make to the education of our youth. Continued growth and consistent quality of volunteer services is dependent upon an efficient and well organized school volunteer program. Teachers and children need the recruitment and screening, the training and orientation, and the placement and evaluation of an organized school volunteer program. They also need the consistency and follow-through of an organized program necessary for providing excellent results. However, even if an organized program is not available in your system,

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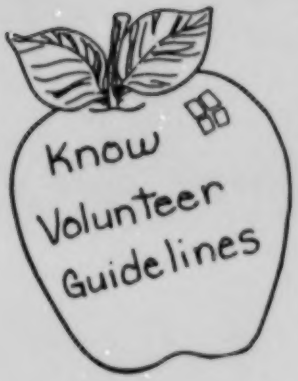
[2]Carter Dapper. Organizing School Volunteer Programs, Citation Press.

you should still consider utilizing a volunteer in your classroom.

Have you ever had so many things to do you would like to be two persons? A volunteer can help you. Utilizing a volunteer's services will initially take time and effort. But, the memory of this effort will soon be dimmed by the sparkle in the eye of a now successful student.

VOLUNTEER GUIDELINES

Push your skepticism and trepidation aside and follow these guidelines to prepare yourself to find a positive, interested volunteer for your partner in the classroom.



1. Read carefully the following recommendations from the National School Volunteer Program, Inc. These following guidelines should be shared with your volunteer during training.

National School Volunteer Program Guidelines

A. A volunteer always works under the direction and supervision of a teacher or other member of a school staff.

B. A volunteer is not a substitute for a teacher. Rather, she supplies supplemental and supportive services. Direction is given by the teacher.

C. A volunteer does not perform professional services. The teacher is always responsible for content and techniques.

D. Volunteers should not divulge confidential information to which they may have access in the classroom.

E. Volunteers must be given specific instruction and all necessary materials for all tasks.

F. Volunteers' reaction to the various members of the school staff and to particular children should be confidential.

G. If parents of children in a school are part of the school volunteer program in that school, it is usually wise to assign them to duties that will not involve them with classes in which their own children are enrolled.

H. Volunteers' time at school is most important! Dependability and punctuality are traits that should be cultivated.

2. Now determine with what <u>you need help</u>.

Does Susie need more oral practice in reading?

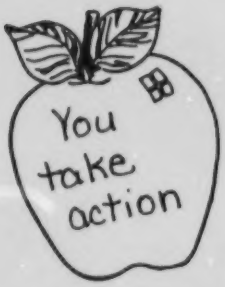
Do John and Bill need to be screened and have supervised practice on the Dolch Sight Words?

Does Mary need to read faster and by phrases?

Do Hank and Traci need extra reinforcement in spelling and writing a story?

Did Billy miss a vocabulary test and three stories while home for his tonsillectomy?

3. If your school has an organized School Volunteer Program, fill out the volunteer request form. List the hours and days you can utilize volunteer services, then turn the form to the co-ordinator. If your school does not have an organized School Volunteer Program, talk to your principal. Explain your goals, your needs, and ask for permission and recommendation for someone to be your partner. Share with the principal the times you could utilize



this partner in your classroom. The principal may, after giving you permission, suggest you talk to a P.T.A. or P.T.O. member or someone from the community who might offer support. If this does not happen do not give up. Remember, oil is not found at the bottom of every hole drilled. You take the initiative, begin to watch for a parent or community member you enjoy who might have the time and interest. When you spot that person, talk quite openly and frankly. Share with the person the information that there are many school volunteer programs across the U.S. operating quite successfully. Encourage the person by sharing your feelings that she would be a very real asset to the children in your classroom, and she could make a worthwhile contribution to the children's education. Explain your willingness to direct her in each activity until she feels secure. Encourage her to come to your classroom and see the ACTION and observe the children. Tell her you need a partner. Maybe she will be encouraged to take Susie aside (after about 30 minutes' observation) and read orally to her. If so, you have a partner. Arrange a regular time for her to come to the classroom. (Start small. One morning a week is enough.)

4. Share your school calendar with her! School closures or field trips should be included. Go over the volunteer guidelines with her. Show her where to hang her coat, a safe place for her purse, where rest rooms are, and talk about all those things that will make her feel welcome and comfortable.

5. "Volunteers work for free, but not for nothing," which means that your partner must feel her services are worthwhile. Teachers who are most successful in working with volunteers are those who respect the volunteer as individuals and make them an educational partner.

Put yourself in the place of a volunteer for just a moment. This person will have two main fears that might keep her from becoming involved. First of all, will it be worthwhile? Will the time and energy she can give really help a child or children? And secondly--Is she competent? Can she really learn to do something of value that can help a child as he climbs the educational ladder? Under your guidance and assurance these fears can be dismissed.

6. In playing bridge, one is taught to lead from his/her strength. This means, if your volunteer has a great artistic skill, capitalize on it. If she enjoys drama, let her help the children write and put together a skit. If she is shy and retiring,

reading games can be made. She can work with one student at a time. Remember to vary assignments--that is one great thing that the teaching profession has to offer. No two children are the same, no two days are the same, and there are always a million things that need to be done.

7. Aren't tape recorders wonderful? After you have made lesson plans, tape a message to your volunteer. Tell her what you would like for her to do. Add a cheery thank-you.

(1) Take Jack, Cindy, Sally and Tim to the library to check out up to ten books containing information on "how dolphins communicate"; (2) review Melissa's spelling words on page 65 for 10 minutes, then test her and record results in her spelling folder; (3) bring and set up the filmstrip projector from Media Center; and (4) continue work on bulletin board until 11:00 a.m., at which time reading groups start. Pass out written work on my desk to children not in the reading circle. Answer questions until lunch time. Thanks!

Do not do it all by tape, however. Remember, she is your partner. Look up from your work and smile. Make her feel welcome. Get feedback from her before she leaves. Call her at home occasionally and share

with her something about the class.

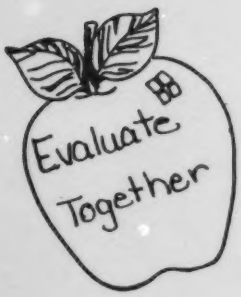
8. No one wants to put forth effort and not know the results. This is a most important part of volunteer services. This is the reward. Did Johnny finally learn all of the Dolch words? Did Susie finally write a story that was punctuated correctly? Did Billy say something especially cute or funny related to his work? SHARE the good times and you will have someone with whome to share the heartaches.
9. The volunteer's "pay" is often the wide smile of a child when he or she sees the volunteer arrive, a scribbled note from a second grader, a picture "that I made just for you," or a compliment from an older student. These areas of pay plus the warm day-to-day relationships with the teacher and other staff members makes the job a pleasure.

The teacher should prepare the student for the volunteer by building a positive attitude toward the volunteer's contribution. The teacher should encourage children to call the volunteers by name and to show appreciation by giving notes and cards on birthdays and holidays or when the volunteer is ill or absent.

Students often become very attached to a volunteer who serves in the classroom. When a volunteer leaves, the teacher should explain the

reason. The teacher can help make sure that each volunteer receives a copy of the school newsletter, student newspapers, the volunteer newsletter, and other bulletins.[3]

10. Another way to retain valued volunteers is to include them in the continuing evaluation of the work you do together. Each teacher should also evaluate self-performance as a classroom manager; however, don't bother to evaluate if you do not plan to use the results to improve performance. Many of the benefits of involving a volunteer in your classroom cannot be measured. The change in a child's attitude toward learning, his improved self-image, and the warmth of the volunteer-child relationship are all important changes, but are not easily measured. Ask the volunteer and the students to suggest improvements in routines, schedules, and approaches.[4] Their input can be most valuable.



11. When teachers create a warm environment in which students as well as adults are treated with respect, volunteers find it easy to help maintain a positive atmosphere. Teachers should encourage volunteers to

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[3]N.S.V.P. Handbook for Teachers, Effective Involvement of School Volunteers, 300 North Washington STreet, Alexandria, Virginia 22314.

[4]Ibid.

observe carefully as proven ways of working with children are demonstrated in the classroom. Teachers who explain the "how and why" of certain techniques help volunteers to learn and grow. Many teachers supply magazine articles and other reading materials for the volunteer who is interested in reading about learning.[5]

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[5]Ibid.

Examples of Volunteer Forms

Request for Volunteer

Teacher's Name _____ Date _____

Grade _____ Room No. _____ Days _____ Time _____

Job Description _____

_____

_____

_____

_____

Assigned Volunteer _____

Volunteer Assignment

Volunteer _____

Teacher to help _____

Days _____ Time _____

Room No. _____ Grade _____

Job Description _____

_____

_____

VOLUNTEER NOTEBOOK

The teacher is encouraged to have a Volunteer Activity Notebook. The following pages may be put into notebook form and utilized as a spring-board with which to begin one's collection. These pages may be utilized by teachers and special volunteer helpers. Just find the pages that fit the needs of students and ask the volunteer to do the rest.

Add to this collection as you develop reinforcement games and activities. The teacher's guide of your reading text is a bonanza of learning activities. The form enclosed will help you to include the necessary information for each activity.

Volunteer Information Sheet
Yukon Public Schools

ASSIGNED TO: _____
School Category

DATE: _____

"HELPING HANDS"

YUKON SCHOOLS VOLUNTEER PROGRAM

FOLLOWING INFORMATION PLEASE:

Number of Years in Helping Hand Program (Include 1981-82)_____

DATE: _____

NAME: _____ ADDRESS: _____
Last First

City: _____ Zip: _____ PHONE: _____

SCHOOL PREFERENCE: 1st _____ 2nd _____

GRADE LEVEL PREFERRED:

K-2 ☐ 3-4 ☐ 5-6 ☐ 7-8 ☐ 9-10 ☐ 11-12 ☐

SERVICES PREFERRED (Indicate preference by numbering 1-2-3 in box by category)
See back for idea of responsibilities involved

		Grade
1. CLASSROOM ASSISTANT	☐	All
2. CLERICAL	☐	All
3. LIBRARY / MEDIA	☐	K-6
4. READING ASSISTANT	☐	K-6
5. TUTOR		4-10
Math	☐	
Reading	☐	
English	☐	7-8

		Grade
6. SCREENING	☐	
Visual		K-8
Kindergarten		K
Reading		2nd
7. HELPING HAND VOLUNTEER BANK (Unscheduled to be called for special work subjects)	☐	
8. PERCEPTUAL ACTIVITIES	☐	
9. ENRICHMENT	☐	

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		VOLUNTEER BANK
A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	Choose best time for your service and check here. ☐

I am in good health with no communicable disease. As a volunteer I do not expect remuneration or compensation of any kind from the School Board or any other organization.

Signature of Applicant _____

116

117

100

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Using a language experience story, the students will come to the understanding that reading is a method of gaining information from a printed page. Word recognition reinforcement.

MATERIAL: Felt tip pen, large chart paper.

NUMBER OF CHILDREN: Five or six

LOCATION OF MATERIAL:

PROCEDURE: The children and volunteer discuss a "happening." The volunteer should ask questions as needed to pull pertinent information from the students. This helps the children to get their thoughts in correct order and helps them recall events and feelings. After a good deal of discussion, the experience story can be dictated to the volunteer. Use manuscript printing to write what the children dictate. Ask the children to listen carefully as you read them the story you have written. They should listen for mistakes. As you read, please point to each word. Next, the children will want to read it as a group. Then individual students can read the short story. Next, read together as a group. Then see if someone can find certain words within the story.

HELPFUL HINTS: A chart should be written about a real happening. It should be short and should have short sentences.

*THANKS TO: J. Prendergast, Van Buren School, Oklahoma City, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: To provide manpower to help with important but routine tasks in the media center.

MATERIAL:

NUMBER OF CHILDREN: This will help all of the children who utilize the library.

LOCATION OF MATERIAL:

PROCEDURE: Each task listed will require special training. You must help volunteers understand exactly what to do. (Personal training)

1. Check in books	2. Laminate pictures
3. Process new books	4. Laminate bookjackets
5. Alphabetize cards	6. Shelve books
7. Read shelves	8. Make displays

HELPFUL HINTS: The next page shows you a delightful and appealing recruitment hand-out that you can copy for your own recruitment program.

Dear Parents:

Library volunteers have played an extremely important role in the development of our library. Once again, we are looking for parents who would be willing to check in books, shelve books, alphabetize cards, process new books, laminate pictures, etc. These are all easy tasks but very time consuming. You are needed!

We are hoping some of you would be willing to donate one morning or one afternoon each week. We understand, of course, that an occasional time will be missed due to a sick child or other commitments.

If you would be interested in vounteering as a library helper for one morning or one afternoon each week, please fill out the form below and have your child deliver it to the library as soon as possible. I will call you to set up a date to start. Thank you for your consideration.

Your child's librarian,

I WANT TO BE A LIBRARY VOLUNTEER

Name:
Telephone Number:

What day of the week do you want to volunteer? Morning or afternoon?

If this time slot is already filled, is there another day you are available?

Thanks to: LaVonne Sanborn.

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Helping children understand punctuation marks. Help children build sentences. Review of words.

MATERIAL: Phrase strips that will make sentences. Laminated and enlarged period, question mark, exclamation mark made from black construction paper. Card pocket holder.

NUMBER OF CHILDREN: Four or five

LOCATION OF MATERIAL:

PROCEDURE: Pass out phrase card. Ask, "Who would like to be first?" Allow children to build sentence. Ask one child to read the sentence. (Tell any words they do not know.) Discuss sentence to decide if it tells something, asks a questions, or exclaims about something. The proper punctuation can then be found. Work with one group approximately 20 minutes, and then work with other children listed for this same experience.

HELPFUL HINTS: Remember to keep groups relatively small for volunteer to be most effective.

*THANKS TO: Kathy Long, Cleveland School, Enid, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Mastery of vocabulary words.

NUMBER OF CHILDREN: One to three

MATERIAL: Blank flash cards, vocabulary word list, word bank (box) for each child or a 5" x 7" envelope for each student.

PROCEDURE: Teach child vocabulary list. Mark those words not known. From this list of words, present one unknown word. Write it on the blank flash card. Ask the student to look at it carefully as you tell him the word. Look at the beginning and the end. Now, he can tell you what the word says. Ask him to use it in three different sentences. The second word is presented in the same fashion. Again the child uses it in three different sentences. Repeat No. 1 and No. 2 words. Now continue above steps until four or five new words are added during a session. Place all words in a student's word bank box. The next session the words from the word bank are checked again. A star is given on the back of the card if the word is known. At the end of the review, new words are added. If the word is missed, a star is marked through and the process is repeated. Soon the child will have a bank full of words he can read.

HELPFUL HINTS:

*THANKS TO: Irene Astley, Cleveland School, Enid, OK
Irene Reinhardt, Garfield School, Enid, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Reading comprehension

MATERIAL: Reading books

NUMBER OF CHILDREN: One to three

PROCEDURE: Please take students having difficulty to the table (teacher designates students). Have them turn to correct story--a story that has been read before. You will increase comprehension skills by asking them to find parts of the story that answer specific things. Example: Find and read the sentence that tells "

or "find the answer to a certain question."

HELPFUL HINTS: This really builds comprehension. It is something that many teachers do not have time to do with students who really need it.

*THANKS TO: Kayla Robinson, McKinley School, Enid, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Reinforcement of reading vocabulary

MATERIALS: Gameboard, dice, game men, flashcards or phrase cards.

NUMBER OF CHILDREN: Four to six

LOCATION OF MATERIAL:

PROCEDURE: Explain rules. When it is your turn, roll the dice, turn up one reading card, pronounce the word or read the phrase. If read correctly, move the game man the number of spaces indicated on the dice. If the card was not read correctly, keep the card until the end of the game and forfeit your turn. At the end of the game the child with the fewest cards wins. Make a list of words missed for all players to practice before the next game.

HELPFUL HINTS: Vocabulary for various units of work can be color-coded as to unit. Example: Yellow, unit 1; Pink, unit 2.

*THANKS TO: Dee Dee Dolan, Coolidge Elementary Enid, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: To teach/reinforce basic consonant sounds (this could include vowels, blends, etc.) through visual stimulation.

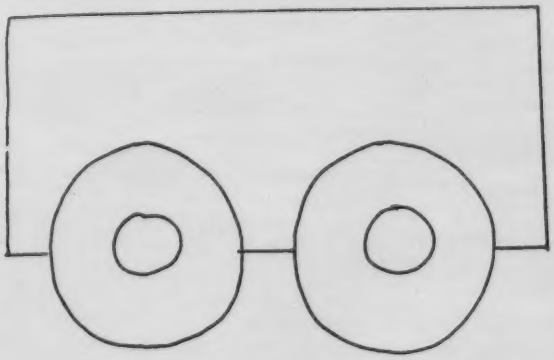
MATERIAL: Teacher-made box cars made from any type paper, pictures from magazines and covered with contact paper.

NUMBER OF CHILDREN: One to four

LOCATION OF MATERIAL: _____

PROCEDURE: You and student(s) work together on the picture word until the word becomes known. Student attaches the "box car" to the engine and begins with another word. The volunteer works one-on-one or in small groups, asking students to sound out the word, spell the word by sound, and finally spell the word correctly and repeat it until the word is common to the child.

HELPFUL HINTS: _____



*THANKS TO: Terri Ogden, Northwest Elementary, Ardmore, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Reinforce letter recognition

MATERIAL: Set of upper case manuscript letters. Set of lower case manuscript letters.

NUMBER OF CHILDREN: One to three

PROCEDURE: Gather children and materials around the table. Display five lower case and five upper case letters using cards. Have the child name all letters, and then match upper case letter with lower case.

HELPFUL HINTS: If children do not know the name of the letter, inform them of the letter name. Have them say and touch the letter with their finger. They can then repeat and trace over with their fingers as they say its name.

*THANKS TO: Kayla Robinson, McKinley School, Enid, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Develop SPEED READING by repeated reading of the same material.

MATERIAL: Short story or paragraph with comprehension questions; stop watch; graph paper, three colored pens (red, blue, green)

NUMBER OF CHILDREN: One at a time

LOCATION OF MATERIAL:

PROCEDURE: Assemble material (listed above) and students. Ask child to read orally while you time the reading with a stop watch and count the number of mistakes made. The comprehension questions are then answered without being timed. Use a black pen to chart how many minutes and seconds it took to read; a red pen to chart how many errors occurred and a blue pen to show the percentage of comprehension questions answered correctly. Each time the card is read, chart the same three areas (speed, error, comprehension.) Between readings the child can practice reading the card by phrases without being timed. When the child is practicing, you can help. When the child is timed, you may not tell how to pronounce a word.

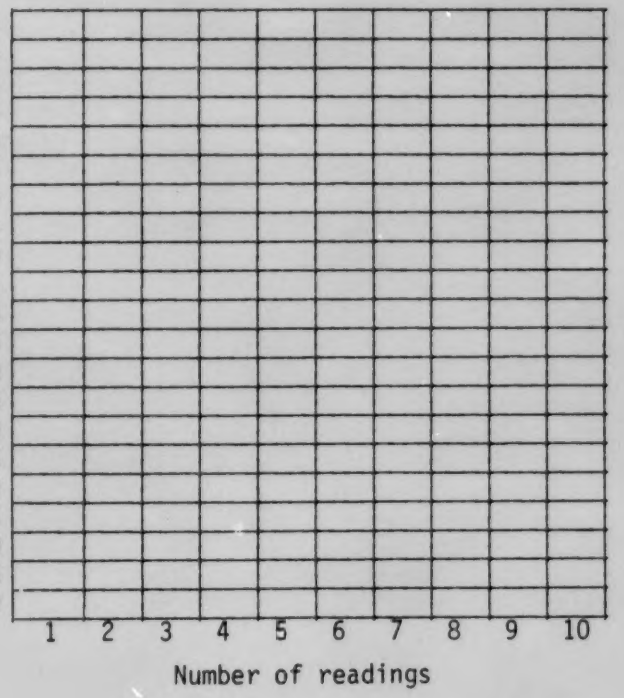
HELPFUL HINTS: Speed Reading Card

*THANKS TO: Diane Stout, Central Elementary, Yukon, OK

NAME _____

CARD _____

Percentage of comprehension questions correct	Number of errors made	Speed in minutes and seconds
100%	0	20
	1	25
	2	30
	3	35
	4	40
75%	5	45
	6	50
	7	55
	8	1.00
	9	1.05
50%	10	1.10
	11	1.15
	12	1.20
	13	1.25
	14	1.30
25%	15	1.35
	16	1.40
	17	1.45
0%	18	1.50
	19	1.55
	20	2.00



Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Improve oral and sight reading and/or spelling ability.

MATERIAL: Word Tree; Large branch placed stationary in a can. (Volunteer and teacher make.) Word tree has leaves and each leaf has Dolch sight word written on it. Use rubber band stapled to leaf to attach to tree.

Spelling Tree: Each leaf has a spelling word printed on it

NUMBER OF CHILDREN: One or up to seven

PROCEDURE: Teacher will recommend a student who needs help in this area. Have him/her read the Dolch sight words by using the leaves from the word tree as flash cards. When all sight words have been completed, the child can wear a leaf home saying "I climbed the word tree."

Spelling tree: When used as a spelling tree, a set of ten cards are placed on the tree. Use the cards by pronouncing the word written on the leaf. Ask the child to spell it. When all ten are mastered, place a new set upon the tree and give a star to the pupil.

*THANKS TO: Judy Ann Wilson, Eisenhower School, Enid, OK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: To improve comprehension (long-term projects)

MATERIAL: Newspaper

NUMBER OF CHILDREN: _____

LOCATION OF MATERIAL: _____

PROCEDURE: (A) Choose two newspaper comic strips that are not funny. After clipping these comics for at least 10 days, analyze them in respect to the following: purpose, realism, reason for popularity.

(B) Keep a file of quotations of world leaders. At the end of four weeks, list those quotes that you think might become famous. Tell why you chose these quotes.

*THANKS TO: Providence Journal, NEWSPAPERS IN EDUCATION TEACHER ACTIVITY BOOK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: To improve comprehension

MATERIAL: Newspaper

NUMBER OF CHILDREN:

LOCATION OF MATERIAL:

PROCEDURE: (A) Are the comic strips intended just to amuse? In today's paper, find comic strip examples of satire, puns, slapstick and identification. Find at least two examples of each category.

(B) Clip out a news story and a personal column. Now analyze the difference between a report and a judgment. Upon which should you rely more? Why?

(C) Clip from today's paper at least two news stories, two editorials and five advertisements. Examine these for propaganda devices such a generalities, name-calling, band-wagon and testimonial. Do you find other propaganda devices employed? If so, what are they? What type of article employed the greatest number of propaganda techniques? Why?

(D) Compare the platforms or policies of two competing candidates by analyzing their reported statements during an election period.

(E) Read an editorial. On a piece of paper, list facts in one column and opinions in another column.

*THANKS TO: Providence Journal, NEWSPAPERS IN EDUCATION TEACHER ACTIVITY BOOK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: For Vocabulary Development

MATERIAL: Newspaper

NUMBER OF CHILDREN: _____

LOCATION OF MATERIAL: _____

PROCEDURE: Turn to the editorial page. Read three editorials and list all the words that you do not know. Define the words by either using a dictionary or by context clues. Next, use each new word in a sentence that relates to the topic of one of the editorials you read.

*THANKS TO: Providence Journal, NEWSPAPERS IN EDUCATION TEACHER ACTIVITY BOOK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: For word attack skills

MATERIAL: Newspaper

NUMBER OF CHILDREN:

LOCATION OF MATERIAL:

PROCEDURE: (A) A homonym is one of any two or more words that sound alike but are spelled differently and have different meanings. Examples: sale/sail/ or see/sea. Now find four homonyms in your newspaper. Write a sentence for each one.

(B) Look in the summary section of the front page and locate as many homonyms as you can (single homonyms or in pairs). Usually you can find whether/weather, there/their, to/too and others. When you have located one homonym, write its other spelling and use this in a sentence. Compare this sentence with the sentence in which the homonym appeared in the newspaper. Explain the meaning of each homonym.

(C) Have students locate as many compound words as possible in the summary section of the front page.

(D) Look for acronyms in the paper. An acronym is a word formed from the initial letters of a name, as RADAR (Radio Detecting and Ranging). Make two columns on your paper. List the acronym on the left side and its complete words on the right.

(E) Pick a page in Section B of your newspaper. Find and

cut out words that end in ed. Find at least five examples. Pronounce the words and write them on your paper. Answer the following questions: Is the ed pronounced as part of the other syllables? Is the ed pronounced as a separate syllable with the ed sound? Is it pronounced with the t sound?

(F) This is a tough one. Look through your whole newspaper and find four pairs of synonyms (a synonym is one or more words that mean almost the same--i.e., big, large; pretty, beautiful; tiny, wee; shut, close. Write in your scrapbook each sentence that you find containing a synonym. Under each sentence, write your own sentence using the synonym. Don't get discouraged!

(G) An antonym is one of two or more words that are opposites, such as cold/hot, big/little, stop/go, soft/hard. Find two antonyms. Write each in a sentence.

(H) List and explain all abbreviations used in the classified section under "Apartments for Rent."

(I) Reading--prefix, root and suffix. From the limited list below, have students locate as many prefixes, roots and suffixes on the front page and explain the complete words they found. The sports page is also a good place to look.

Prefixes: pre, un, in, re

Root words: fishing, painful, refill, handed, landing, rented

Suffixes: ed, ing, er, est, es

*THANKS TO: Providence Journal, NEWSPAPERS IN EDUCATION TEACHER ACTIVITY BOOK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: To become familiar with parts of speech.

MATERIAL: Newspaper

NUMBER OF CHILDREN:

LOCATION OF MATERIAL:

PROCEDURE: (A) Ask students to find sentences using because, if or when on the front page of the newspaper, and label as "complex sentences with introductory adverbial clause."

(B) Find at least two examples of each of the following types of sentence openings in news stories or editorials: noun; prepositional phrase; participle; starting statement; quotation.

(C) Rewrite each headline on the front page, changing the subject to plural or singular and making the corresponding changes in the verb. Example: Dog Attacks Runaway Robber rewritten to Dogs Attack Runaway Robber.

*THANKS TO: Providence Journal, NEWSPAPERS IN EDUCATION TEACHER ACTIVITY BOOK

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Provide practice in reading and forming contractions.

MATERIAL: Cards - is not can not

was not do not

does not would not

did not could not

Small chalkboard for each child.

NUMBER OF CHILDREN: Four to six.

LOCATION OF MATERIAL:

PROCEDURE: Explain that a contraction is two words put together in a short form. On the chalkboard show how "is" and "not" are put together to make "isn't" by dropping the "o" and replacing it with an apostrophe. Hold up flash card. Have it read and the words used in a sentence. Everyone in the group should then write the contraction. Please look over the chalkboard and explain to anyone not understanding. Ask one student to pronounce the contraction. Use it in the sentence.

HELPFUL HINTS:

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: Identification of Sight Words

MATERIAL: Word slides

NUMBER OF CHILDREN: One

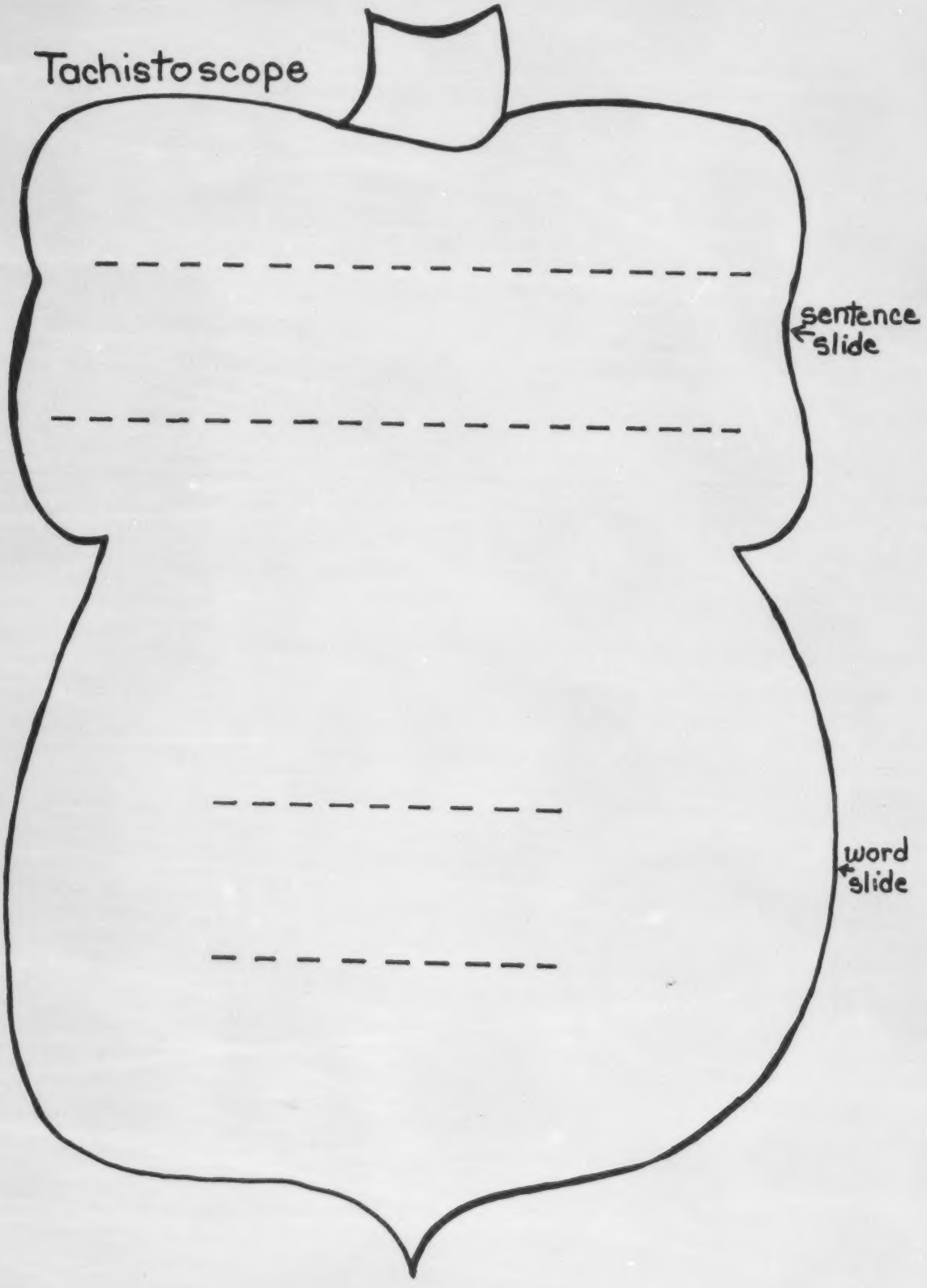
LOCATION OF MATERIAL:

PROCEDURE: Run slide through opening as quickly as child can say the word. Any word needing additional work, write onto a tachistoscope card (with his name) for more practice later (or a word list of child's "trouble" words can be printed on a sheet or paper for later study).

HELPFUL HINTS: Be sure to praise the student for all words known. Accentuate the positive! See sketches of ideas for word slide cards.

*THANKS TO: Betty Seaman, Ranchwood Elementary, Yukon, OK

Word Slides for Tachistoscopes


Tachistoscope
sentence slide
word slide

Tachistoscope

Dear Volunteer,

Please help the students I have listed by doing this activity with them.

GOAL: _____

_____

MATERIAL: _____

_____

NUMBER OF CHILDREN: _____

LOCATION OF MATERIAL: _____

PROCEDURE: _____

_____

_____

_____

_____

_____

_____

_____

HELPFUL HINTS: _____

_____

_____

_____

THANK YOU

Possible Assignments for Volunteers
Yukon Public Schools

CLASSROOM ASSISTANT (1)

1. Listen to children read.
2. Conduct flash card drills.
3. Assist in learning centers.
4. Set up learning centers.
5. Practice vocabulary with non-English speaking students.
6. Play instructional games.
7. Grade papers.
8. Prepare bulletin boards.
9. Help with book fairs.
10. Set up experiments.
11. Take attendance.
12. Work with a handicapped child.
13. Prepare teaching materials.
14. Record grades.
15. Supervise groups taking tests.
16. Show a filmstrip to a group.
17. Reinforce learning of alphabet.
18. Reinforce recognition of numerals.
19. Drill recognition of color words.
20. Talk to children--be a friend.
21. Dramatize a story.
22. Help with handwriting practice.
23. Set up "grocery store" to practice math skills.
24. Drill spelling words.

CLERICAL (2)

1. Reproduce materials.
2. Make instructional games.
3. Prepare visual materials.
4. Grade papers.
5. Prepare bulletin boards.
6. Help with book fairs.
7. Prepare teaching materials.
8. Record grades.

LIBRARY / MEDIA (3)

1. Tell stories to children.
2. Work in library (card and shelve books)
3. Check out audio-visual equipment.
4. Help select library books.
5. Check out books from public library.
6. Make list of library resources.
7. Tell stories
   - with puppets
   - with flannelboard

READING ASSISTANT (4)

1. Listen to children read.
2. Conduct flash card drills.
3. Play instructional games.
4. Work with underachievers.

READING ASSISTANT (Con't)

5. Reinforce Dolch words.
6. Reinforce learning alphabet.
7. Reinforce recognition of numerals.
8. Drill recognition of color words.
9. Talk to children--be a friend.

TUTOR (5)

1. Conduct flash card drills.
2. Provide individual help.
3. Work with underachievers.
4. Reinforce Dolch words.
5. Reinforce learning of alphabet.
6. Reinforce recognition of numerals.
7. Drill recognition of color words.
8. Talk to children--be a friend.

SCREENING (6)

1. Giving visual tests.
2. Aid in visual tests.
3. Testing kindergarten children.
4. Give Dolch word test to 2nd grade.

HELPING HAND VOLUNTEER BANK (7)

1. Visual Screening.
2. Kindergarten Screening.
3. Dolch word testing.
4. Make props for plays.
5. Gather resource materials.
6. Teach children to sew, knit.
7. Help with cooking projects.
8. Check out books from public library.
9. Set up "grocery store" to practice math skills.

PERCEPTUAL ACTIVITIES (8)

1. Help young children with walking on a balance beam, jumping rope or skipping.
2. Work on perceptual activities.
3. Talk to children--be a friend.
4. Dramatize a story.
5. Help with handwriting practice.

ENRICHMENT (9)

1. Make puppets.
2. Tell stories
   - with puppets
   - with flannelboard
3. Assist with singalongs
4. Show slides
   - life in other countries
   - parts of the United States
5. Demonstrate different abilities.

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Slides--Tapes

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Working with Parents of Pre-School and Kindergarten Children

GETTING CHILDREN READY TO READ

Children learn more during their first five years than any other period in their lives. This makes the home the greatest educational institution in society. The home is where reading readiness begins. It is crucial that this beginning be comprehensive, constructive, enjoyable and pleasant. At home the parents are the teachers, probably the most influential teachers children will ever have. In addition, the home provides the setting that educators believe is most conducive to learning.

It becomes apparent that the home is the setting where initial speech and language patterns are formed, where meanings for words are learned, where concepts are developed, and where emotional attitudes toward life are acquired. The home provides opportunities to develop physical coordination and good health. Children view the world through the educational opportunities parents provide. If the child has not had many varied learning experiences, his or her concept of the world will be narrow and distorted. If the pre-school experiences have been threatening or unpleasant, the child may develop negative attitudes toward learning. It is believed by many that a child's entire outlook on life is created in the home environment. It is very important that a child's first experiences in life be growth-producing ones, for they may set the tone and provide the basis for all future learning experiences.

Every child is different in physical structure and develops muscu- strength and coordination at an individual pace. Therefore,

parents should provide activities that help their children to develop strength and coordination at their own rate while providing opportunities for physical development. For example, if a child can't ride a tricycle at two years of age, let him or her wait a few months and try again.

Toys and Activities to Stimulate Academic Growth

One of the best ways to help your child develop physically and mentally is through the proper selection of toys. When selecting toys please keep in mind your child's age, sex, physical and mental abilities, and interests. Toys should not be selected that are too advanced for the child. Toys should be selected which provide opportunities for squeezing, pulling, pushing, stacking, punching, pounding, lifting, balancing, hanging, throwing, dragging, steering, carrying, rolling, taking apart, sorting, and putting together.

Below are some suggestions for toys and activities to develop physical skills and stimulate language growth.

Infants to About One Year

1. rattlers, bells - mobile visual stimulation
2. plastic or rubber squeeze toys and toys that bend or stretch very easily
3. small stuffed animals and dolls
4. teething toys
5. bath toys made of rubber or smooth plastic
6. pull and push toys - large balls
7. talking blocks
8. musical busy box

One Year to Two and One-Half

1. riding toys without pedals
2. large cardboard box
3. talking telephone and other toys to stimulate language
4. dolls - nursery rhymes - singing
5. form boards
6. simple puzzles
7. large and small rubber balls
8. Provide opportunities for hopping, jumping, sliding, climbing, swinging, and riding.

About Two and One-Half to About Four Years

These are additional toys that can be added to previously named toys.

1. container of blocks
2. punching bag.
3. small metal and plastic cars
4. water toys
5. sandbox and plastic containers, spoons
6. small buildings with people, animals, etc.
7. slide, swings, bars, ladder, etc.

About Four to About Six Years or More

The suggestions for the younger child are just as applicable to this age group. However, this age child will use them more creatively and with a more sustained attention span. Swimming, turning somersaults, playing leap frog, hopping on one foot, playing kick ball and

four square are fine physical activites for this age child. Also, a child at this age loves to build things. Small-muscle control, which is essential for reading and writing activities taught at school, should be emphasized.

Suggestions: Let parents know how important they are to their children's future reading and academic success--list activities as opportunities.

HOME ACTIVITES FOR PARENTS OF

PRESCHOOL AND KINDERGARTEN CHILDREN

Activities should be relaxed and enjoyable for the child. Help the child succeed. Activities should be unpressured and non-competitive.

Sensory Motor

- Drying a child with a towel:
  1. Say parts of body as drying: "arm, hand, fingers," etc.
  2. Use terms like "left" and "right" as drying, such as: "left arm, right hand," etc.

- "Trapping" - Catch child in blanket, gently push and pull child so he or she can regain balance.

- Whirl child slowly and have freeze (like game "Pretty and Ugly"). Whirl child, release, and say, "Freeze". Child must stop and balance in position.

- Help child note differences and similarities in rocks by looking and touching. Use such language as: "smaller, larger, round, smooth, rough, long, short," etc.

- Have child sort silverware.

- Have child sort socks.

- Help child note differences and similarities in houses, trees, flowers, etc. Use language such as: "color, size, shape," etc.

- Take a walk. Help the child locate sounds: dog barking, bird chirping, etc. ("Where is the sound coming from?")

- Put water in two glasses at different levels. Tap the glass and let the child listen, then have the child close his or her eyes. You then tap one glass and have the child open eyes and tell you which glass you tapped. Begin with only two glasses. Can use pans instead of water in glasses, but be sure sounds are very different to start with.

- Can also use piano, but begin with at least one octave difference.

- Have child match material of different textures by feeling.

Body Awareness

- Have child roll on rug or down a grassy hill.
- Somersaults.
- Have the child get up and down from sitting on floor without using hands.
- Drying with a towel as stated above.
- Going through obstacles: furniture, trees, underbrush, boxes.
- Copying body positions of people or pictures.

Balance

- Standing on one foot.
- Tiptoes.
- Walking curb.
- Walking beam.
- Climbing hills.
- Jumping.
- Hopping.
- Skipping.
- Shifting weight in skating.
- Bike riding.

Bilaterality

- Scrape carrots.
- Sharpen a pencil.
- Wash hands with a rotating motion.
- Pop off bottle caps with a bottle opener.

Directionality

- Riding in the car, the child locates objects by using left and right, such as "See the cow on the left".

- Teach the child to set the table. Start by giving the child the correct number of plates, glasses, forks, knives and spoons. Place glasses and plates on the table in the proper place. Have the child put the fork, then the knife, and then the spoon going from left to right. Later you put glasses and the child puts plates, forks, knives, and spoons. Later he or she puts glasses, plates, forks, knives, and spoons in that order. Later child should place the entire setting him-/herself.

Midline

- Pick up clothes, wood, etc., from one side then set it down on the other side. Example: Pick up on left side then set down on right side.

- Catch bean bags with both hands reaching across the body.

Auditory

- Record player playing softly while working.

- "What made that noise?" Take child for a walk when you hear a noise, ask "What made that noise?" Locate sound--from which direction did it come?

- When correcting speech, just say the correct word to the child. Such as, if the child calls a dog a cat, don't say, "No that's not a dog"--just say, "That's a cat". Let the child hear the correct sound.

- Labeling:
  1. Tell the child the name, "Horse".
  2. Have him or her repeat the name while looking at the horse, "Horse."
  3. "Which animal is the horse?" Child points or in some way identifies.
  4. "What is that?" Child answers, "That is a horse."

- Box with objects - Child holds up object and says "This is a _____". "I have a _____." Later you can use pictures. Later yet, child describes and you must identify. "You have a _____." "It is a _____."

- Association - Name all the things you might find at a grocery store, zoo, school, drugstore, etc.

- Have child tell you how to play a game, such as: tag, checkers, football.

- Twenty questions - Can be played in a car, home, or on walks. Child must use sentence that can be answered yes or no. Start with something they can see.

- Use pictures or slides of the family on a vacation. Have the child tell about the pictures.

- Have the child repeat directions.

- Classifications - Name three things, ask which doesn't belong in the group, such as: potato, kite, airplane. Whatever the response is, ask why.

- Grandmother's trunk (memory) - "In my grandmother's trunk I found a _____." Second person must remember what first person found and say it in a sentence then add another thing. Next person repeats the first two items, "Then a _____, a _____, and a _____." Stop with eight items to begin with.

- Prepositions: up, down, under, on, in, beside, above, below. Prepositions can be taught at the table by moving a spoon to show positions. Remember position should be relative to child's body.

Visual Motor

- Eye Tracking - (ability to follow with eyes a moving object)
  1. Marsden ball - A ball on string hanging from the ceiling or table top.
  2. Child lies on back under ball. Ball is swinging--up-down, back-forth, or around-around.
  3. Child follows with eyes without moving his/her head.

- Hand and Eye:
  1. Catching objects - First level is ability to follow with eyes and catch a balloon. Second level is following and stopping with hands a rolling ball. Third level is catching a bounced ball. Fourth level is catching a bean bag. Fifth level is catching a thrown ball.
  2. Throw at a target.
  3. Throw for someone to catch.

4. Bouncing a ball, catching it with two hands. Dribbling a ball. Have the child standing, then kneeling.
5. Dusting.
6. Sweeping.
7. Play with jacks.
8. Scribbling.
9. Tracing.
10. Hammering.
11. Pouring - Level one is to have the child pour rice from a pitcher to a glass. Level two is to have the child pour a liquid.

Fine Motor

- Work in bread dough.
- Milking.
- Build with blocks.
- Stringing spools.
- Sewing.
- Cutting.
- Opening and closing clothespins with the finger and thumb.
- Tie shoes.
- Dressing--buttons, hooks, and snaps.
- Pulling weeds.
- Playing in clay.
- Playing in sand.
- Shooting marbles.

Form Perception

Figure Ground: (the ability to pick out)

- In a room or outside ask, "What can you name that is round?" "Name objects that are red, that are wooden, that are of paper", etc.

1. Sorting clothes, silverware, buttons of different color or shape.
2. Pick a particular can from the kitchen shelf.
3. Catching a ball.
4. Hidden pictures.
5. Clean up after a cutting activity.
6. Find a certain book on the bookcase, or a toy in the toy box.

- Form Constancy: ("a triangle is a triangle, no matter what size it is")

1. Comparing sizes, use words like: "tall, taller; wide, wider; short, shorter; thick, thin; narrow, long; high, low"; also, "triangle, square, circle, oval, rectangle".
2. Take walks - Compare sizes such as: "This tree is taller than that tree." "The tree on the right is thicker than the tree on the left." Have child put arms around the tree to feel the difference.
3. Talk about shapes: square on sidewalk, square window, square house, etc. "A square is a square, no matter what size it is."
4. Give child an object, such as a can, bottle, potato, apple, ball, spoon, etc. Place objects of the same shapes, but of a variety of sizes at various distances. Ask child which is the same size as the one he/she is holding. After pointing out one, let him/her compare to be sure if he is correct. Variation: Point to one taller, shorter, etc.

Visual Memory

- Use design blocks for making various patterns.

- Use 15 pictures that are cut out by each child and pasted on an individual card. The exercise is worked for five minutes in this manner. The child lays down three picture cards, saying the name of the picture while doing so. As soon as the last card is said, he/she turns the picture cards over quickly and tries to remember the pictures.

1	2	3

Each card is turned over after naming its picture to see if he/she recalled the picture correctly. Name from left to right. If all pictures were named correctly, the child places the fourth card down in the foregoing position, again, naming it while doing so.

1	2	3	4

The child does not name the pictures that were already there, but turns all of them over quickly. Again he/she tries to recall the picture, names it, and then checks to see if it was correct. Again, if all pictures are named correctly, the child again adds another card and continues in the same procedure and names the card as it is laid down, turns them over, recalls, and checks.

When five minutes are completed, his/her score is written down (the number of pictures) on the table recalled. The child begins again the next night with the pictures in a different order. Begin in the same manner as above.

This exercise can be done by the individual child without the parent being there. When the child says he/she has successfully completed 15 cards, check by you sitting and observing while he/she does the exercise. If the child can obtain a score of 10 pictures, one can then proceed with letters of the alphabet and work in the same manner. Words can also be used in this exercise.

Position in Space

- Body Awareness exercises.
- Left and right concepts. Laterality, Directionality exercises.
- Stringing beads.

Spatial Relationship

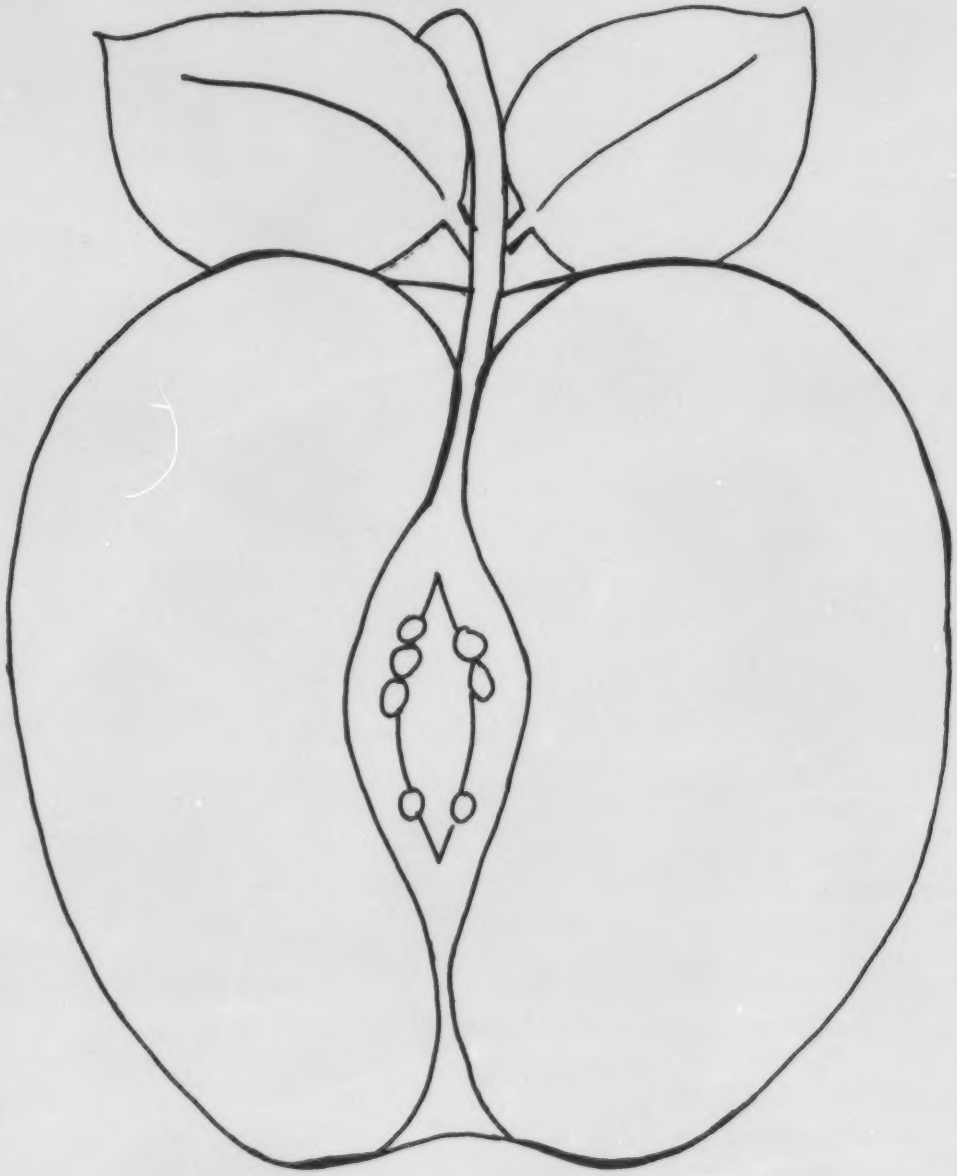
- Body Awareness exercises.
- Peg boards.
- Dot-to-dot.
- Pattern matching.

Hand and Eye

- Visual Motor exercises

- Scribbling.

- Coloring - Filling in a form up and down or left to right lines.



A special thanks to Tri-Quad Special Services Cooperative, Caney Valley School District, for the "Home Activities for Parents of Pre-School and Kindergarten Children."

KINDERGARTEN READINESS

Children mature and grow at varying rates. Not all children are ready for kindergarten at the chronological age of five. This is a checklist of developmental skill levels based upon evidence of school readiness in children. It is hoped that parents will evaluate in a general way their child's overall pattern of developmental readiness.

	Yes	No
1. Can others easily understand your child when he/she speaks to them?	___	___
2. Does your child pay attention to a short story when it is read and answer simple questions about it?	___	___
3. Is he/she able to draw and color a picture beyond a scribble?	___	___
4. Is he/she able to zip or button up his/her sweater or jacket?	___	___
5. Can he/she tie a knot?	___	___
6. Is he/she able to walk backwards for 5 or 6 feet?	___	___
7. Is he/she able to stand on one foot for 5 or 10 seconds?	___	___
8. Is he/she able to walk a straight line?	___	___
9. Is he/she able to fasten buttons he/she can see?	___	___
10. Is he/she able to tell the left hand from the right?	___	___
11. Is he/she able to take care of his/her toilet needs?	___	___
12. Is he/she able to travel alone to and from school or go to a friend's house, about two blocks away?	___	___
13. Is he/she able to be away from his/her parents for about two or three hours without being upset?	___	___
14. Is he/she able to cross a street safely?	___	___
15. Is he/she able to repeat a series of four numbers without practice, such as "Say after me, '7-2-4-5'"?	___	___

		Yes	No
16.	Can he/she tell you the meaning of simple words like "bicycle", or "tricycle", "apple", "gun", "shoe", "hammer", "water", "shirt", and "horse"?	___	___
17.	Is he/she able to repeat 8- and 10-word sentences if you say them once? (e.g., "The girl ran all the way to the store for her mother.")	___	___
18.	Is he/she able to follow about two or three directions after being told once? (e.g., "Bring me a book, skip around the room, and shut the door.")	___	___
19.	Is he/she able to count four objects?	___	___
20.	Is he/she able to give the last word to all of the following? A fire is hot, ice is _____. A jet goes fast, but a turtle goes _____. Daddy is a man, Mother is a _____.	___	___
21.	Is he/she able to put together a simple puzzle?	___	___
22.	Can he/she tell what is missing if you draw a stick picture of a man or woman and leave out eyes or a leg or an arm?	___	___
23.	Is he/she able to draw or copy a square?	___	___
24.	Can he/she name a cross, a square, and a circle when he/she sees it?	___	___
25.	As you point to three or four colors, can he/she name the color?	___	___
26.	Can he/she tell you what his/her eyes, ears, and mouth are used for?	___	___
27.	Is he/she able to tell you what way a sweater, shoe, and hat are the same?	___	___
28.	Does your child take an interest in the books and magazines that are around the house?	___	___
29.	Have you attempted to create in your child the idea of looking forward to school experiences rather than fear of school?	___	___
	TOTALS	___	___

Count the number of "Yes" responses. Consult the table below for information relative to the state of readiness of your child.

Number of Items Answered "Yes"	State of School Readiness
26-29	Readiness assured
22-25	Readiness probable
18-21	Readiness questionable
14-17	Readiness doubtful
0-13	Readiness unlikely

A special thanks to Tri-Quad Special Services Cooperative, Caney Valley School District, for supplying the Kindergarten Readiness Checklist.

Working with Parents of Handicapped Children

RATIONALE FOR INVOLVING PARENTS

Any program for the handicapped child must have a strong parent involvement component. Parents of handicapped children will have greater responsibility for their child over a longer time period than parents of non-handicapped children. They often need teaching and "parenting" skills beyond those required by other parents.

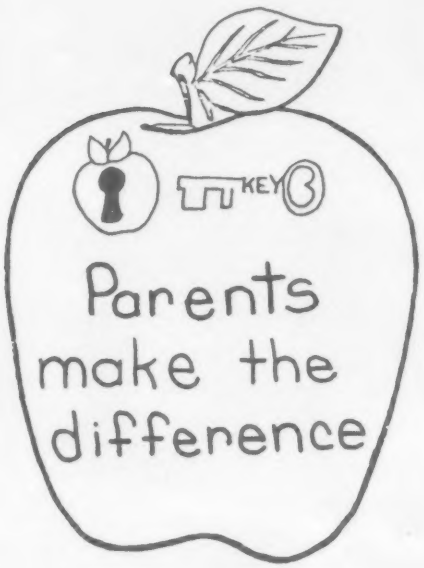
Working with the handicapped child's parents creates better understanding of the child's needs. Only through this understanding can the most appropriate individualized educational program be developed and implemented for the handicapped child.

Within the field of education, particularly within general education, parents and teachers have had many differences. Perhaps now with the mainstreaming concept, there is a common interest. The teacher will learn that the best advocates of a handicapped child's program are the child's parents. Many federal laws for the handicapped are the result of work by parents rather than professionals. The more knowledgeable parents are about the school program, the better they can assist. There is no better way to learn about the school's curriculum than to be involved.

Here are a few convincing reasons why parents of handicapped students should be encouraged to become actively involved in the implementation of the child's educational program:

1. Teachers do not have the time or the resources for meeting the many needs of all the students in their classes.

2. Training parents has beneficial carry-over effects both to other children in the family and to other students in the classroom.
3. It takes some handicapped learners twice as long to learn a skill as non-handicapped learners. Research proves that home teaching by parents can almost double the rate at which the child learns.
3. As parents of handicapped children gain confidence in coping and in adjusting to what the child can do, the child gains confidence, which is in turn carried over into the classroom.



A SOCIO-PSYCHOLOGICAL FRAMEWORK

Being a parent of a handicapped child is not easy. Parental responsibility for a handicapped child tends to last much longer, and parents need to learn special skills for managing and teaching a handicapped child. No two handicapped children are alike. Parents also differ widely; therefore, an individualized approach must be taken in working with parents to teach the needed skills.

Much of the communication and interaction between a teacher and the parents of a handicapped child will be within a socio-psychological framework rather than an academic one. Teachers need to be aware that a child with some type of abnormality is not what the parents had in mind as they planned and dreamed of babies and children in their families. These parents are asking questions for which there are few, if any, "pat" answers. There are not pre-packaged solutions to their dilemmas. In time, most of these parents come to the realization that a handicapped child is indeed a "special" child. In working with these parents, teachers also learn much about accepting, appreciating, and working with the often limited capabilities of such students.

Many times a teacher will listen as a parent "unloads" about a problem aspect of the child's behavior and discusses the difficulties of being confined to spending so much time with the child. The perceptive teacher will listen and respond in such a way that the parent feels understood ("active listening"). After all, many times a handicapped child is more difficult to rear than a non-handicapped child.

The professional should be aware of the stages of adjustment

parents go through as they learn of their child's handicap. The typical stages are denial, anger, guilt, shame, blame, overprotection, and finally, emotional adaptation. It often takes much support and assistance as parents begin to adjust to the particular handicap of their child. When they have reached this stage of adaptation and adjustment, they are ready and eager to learn what they can do to facilitate their child's development. Sometimes a teacher can be of tremendous support in assisting the parents in moving through the stages. The parents, the child, and the teacher will all learn and grow through shared experiences.

It is important to guide the handicapped child over the many hurdles that stand in the way of his personal and academic achievement. This can best be done through interaction and support between parents and teachers. They can give the child the extra attention and understanding which he/she needs. Teachers and parents must work together in trying to help the child build a happy and fulfilling future.

Teachers will find that some parents have difficulty admitting that their child has a handicap. Even if they do acknowledge the existence of the problem, they may pretend to be indifferent to it. Some of the parents become totally dependent on the special education programs of the schools to handle the problem. However, with the reduced federal aid for such special education classes, the regular classroom teachers will more often find themselves confronted with the problems of handicapped students.

A. Teacher-Parent Communication

When possible, it is important that communication in the area of handicapped students involve the teacher, the student, and the parents. Parents should always know what the teacher is trying to do and how the child is responding and learning. Parents usually want to know what is going on, and how they can help. However, they may feel intimidated by an educational setting (by those they consider "experts"), and assume they have nothing to offer. When the teacher takes the time to openly discuss problems, goals, and instructional activities with parents, it makes it possible for parents to help the teacher reach his/her goal by supporting the ideas at home. If there are no secrets regarding the program, the parents will be more likely to work with the teachers and be open to suggestions on how they can help their child at home. Remember, most parents of handicapped children want all of the help they can get.

By keeping in touch with parents, the teacher can gain insight into the interests and problems of the child outside the classroom. This information helps the teacher gear his program to the needs of each student and focus attention on certain areas that need home and school cooperation. This type of communication also places the parents and the teacher on an equal level of importance in working together to help the child develop his/her maximum potential and fulfill his/her goals in life.

B. Understanding the Role of Self-Concept of the Handicapped Child

Parents of all students often over-emphasize the importance of

getting good grades. The child who cannot live up to these goals may feel worthless and believe that he will "never amount to anything". Teachers of handicapped learners can help parents look realistically at the problems and lower their academic demands of the student if necessary. Sometimes it is a good idea to remind parents to take what the child can do and add that to zero (the beginning point), rather than taking what the child can't do and subtracting that from 100 (perfect). For older handicapped students, it is vital that teachers help parents in finding out about types of jobs that are available and within the reach of the student. They should work together toward a successful future for him/her.

Most children frequently suffer feelings of inferiority and lack of accomplishment. The student with special needs has probably had a history of repeated failure in home, school, activities, and relationships. His/her feelings about himself/herself are often poor. Each may believe that he/she cannot succeed at anything and that he/she is not worth much as a person. Teachers and parents must work together in guiding the child to realize his/her worth as a human being and potential for future success. Both parents and teachers need to emphasize the child's strong points and involve him/her in activities in which he/she will succeed. With more strongly reinforced feelings about personal value, the child will be better prepared psychologically to cope with situations in which he/she does not succeed as expected.

PL 94-142 - EDUCATION FOR ALL HANDICAPPED CHILDREN

As all teachers know, many children have mental, physical, emotional, or learning problems that make it difficult for them to be a part of the school program without special help. It is important for teachers to undertand the terms used to describe children who may require special education. The Federal law defines the following children as handicapped:

> mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who by reason thereof require a special education and related services. (Federal Register, August, 1977).

Most classifications are based on the results of tests and examinations and the judgments of a variety of professionals. In Oklahoma, this information is sometimes provided by the various Regional Educational Service Centers throughout the state.

A. Planning and Writing the Individualized Education Program (IEP)

Public Law 94-142 states that each handicapped child receiving special education services of any kind must have an Individualized Education Program, or IEP, written for him/her. The IEP is developed on an individual basis. It outlines what the student's specific needs are and how they can be appropriately met. "Individualized" means that the IEP must be addressed to the educational needs of one child, rather than a class or group of children. "Education" means that the IEP is

limited to those elements of the child's education that are more specifically special education and related services. This means that if the child is having problems only in reading, the IEP will address itself only to the child's reading problems. There will not be anything in it concerning math or speech. "Program" means that the IEP is a statement of what will actually be provided for the child, rather than a plan that provides guidelines from which a program must later be developed. It must be remembered that the IEP is developed by a team made up of all persons with information about the child, and one important member of that team is the parent(s).

While the local school district is ultimately responsible for the exceptional child's education, the parent will, hopefully, be actively involved. Either the parent may request that the child be tested, or if the school suspects the child of being exceptional, it must seek, in writing, parental permission for evaluation. It is important that the school officials take steps to insure that the parents are present at the IEP planning meeting if at all possible.

Basically, an IEP should include the following information:

1. Statement of present levels of educational performance based on results of standardized tests, observation, and teacher interactions.
2. Statement of long-term (usually annual) goals describing expected behavior. Goals are general target areas for instruction and state what the child is expected to learn over a certain period of time (usually a school year).

3. Statement of short-term instructional objectives--smaller steps to reach annual goals. These statements tell what the child will do, how he/she will do it, and how well he/she will do it.
4. Statement of specific special educational programs and related services to be provided for the child. This includes any special instructional media and materials, and the type of special physical education program that may be developed.
5. The extent to which the child will participate in the regular education program.
6. Dates for initiation of the program, and its projected duration--how long the program will probably last.
7. A statement of criteria and evaluation procedures to determine whether the objectives are being met--how effectively the program is meeting the child's needs.

The parent receives a copy of the IEP, and has the option to approve or reject the plan. The IEP is reviewed at least annually, and revised if necessary. Such a review can be requested at any time by a parent.

At an IEP meeting members of the IEP team (including anyone who has had, or will have, input regarding the child's program), will share information regarding the child's needs, plan how to meet those needs, and determine how those needs can be met. This information will be shared with the parent, who is also a viable member of the team. For many parents, an IEP meeting may be an uncomfortable situation. It is

important that the professionals be aware of some of the conference discussion areas and know how to lead the discussion and how to elicit input from the parent. Following is a list of some possible discussion areas:

1. Test results and interpretation of where the child is now functioning.
2. What is hoped the child will learn in a year (annual goals).
3. Small steps to be taken to help the child reach the annual goals (short-term objectives).
4. Extent to which the child will be able to participate in regular classes.
5. Related services that will be of benefit to the child (i.e., special P.E. program, speech therapy, etc.).
6. Parental input as to child's likes, dislikes, reactions to rewards and punishments, behavior management, and activities at home in which the child enjoys participating.
7. How the parent handles specific situations at home (i.e., behavior, discipline, duties, responsibilities, etc.).
8. Specific example of how the child behaves at home and reacts to certain situations, especially those that elicit strong negative responses (i.e., "Joey has a temper tantrum and holds his breath every time he is asked to turn the TV off" rather than "Joey gets mads and refuses to turn the TV off").

9. When contacting the parents regarding the IEP meeting, encourage them to write down their thoughts and questions before the meeting.*

INVOLVING PARENTS IN THE IMPLEMENTATION OF THE IEP

Today's parents are expected to take an active part in the education of their handicapped child, as opposed to expectations in the past of being "told" by professionals what they were to do. Not only are they expected to work with their handicapped child in the areas of self-care and physical therapy, but they also are now part of the team that appraises, places, and educates their child.

This places the educator in the field of not only teaching handicapped children along with non-handicapped, but of training parents in supporting and reinforcing the educational plan. The teacher realizes that he/she is not the only person capable of teaching. He/she is beginning to draw upon the skills, knowledge, and willingness of parents in assuming a major role in the education of their handicapped child. The goal of involving parents should not be to turn parents into professionals. The contributions of parents are unique and valuable because they are parents, not because they have the potential to become professionals. (Turner)

Concerned parents are a valuable resource, and it has been clearly demonstrated that education programs function most effectively

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*from Parent Handbook, Montgomery County Intermediate Unit 23, Blue Bell, PA. and For Parents Only, Midwest Regional Resource Center, Drake University , Des Moine, Iowa.

and smoothly when parents are involved. Parents are the true experts of their own handicapped child, and as teachers learn to interact with and consult with these parents, the school program will become more appropriate for their children.

It is important to realize that PL 94-142 mandates parental involvement as a guaranteed right rather than a privilege. Although the IEP contract is binding on the school, it is not binding on the parents.

In writing the IEP, the teacher must possess a basic understanding of the handicapped conditions and how they can best be served by available educational and related services. The teacher must then be able to provide this information to parents in a straightforward manner, without "talking down to" the parents. The parents should be aware of where the child is developmentally, what his/her needs are, and how to meet those needs in order for him/her to progress. The teacher, encouraging parental involvement in the IEP plan, often needs to help the parent in some of the following areas:

1. developing the instructional objectives,
2. selecting a teaching method and some materials, if necessary,
3. assuming the responsibility for helping his/her child reach that objective, and
4. advising parents of available resources, organizations, and support groups.

The teacher should be able to refer parents to literature, professionals, or organizations who can respond to the need. The professional

must be familiar with resources in the community, state, and nation which relate to the special demands of a handicapped child and his/her family. The Appendix has a partial list of state and national organizations and resources that provide support and information to parents and teachers of children with special needs.

ENCOURAGING PARENTAL INVOLVEMENT

A. What the Parent of a Special Needs Child Can Do At Home

Progress is, obviously, greater when parents and teachers are utilizing compatible teaching procedures for the handicapped child's learning. Since the student is in school fewer hours than he/she is at home, there must be reinforcement and extension of learning for the handicapped child after school hours or the gains made in school may be short-lived.

What matters is not the number of minutes parents work with their children, but the quality of their interaction. Most parents prefer for the teacher to help set some time guidelines in home teaching. For instance, the teacher may send a note home daily (or weekly) that specifically delineates what skill(s) to work on, the procedure to use, and how long to spend on the activity. This serves as a lesson plan for the parent, and also decreases the frustration level on the part of the parent and the child. They need the assurance that what they are doing really makes a difference. If the parent is working on the small skill areas that the teacher is working on, the child's chance for successfully meeting the objective is maximized. Consistency in the approach is critical and especially important for children who are

severely handicapped.

The importance of learning to develop a systematic program for teaching the handicapped child at home and of keeping in close touch with the parents cannot be over-emphasized.

B. What the Parents of a Special Needs Child Can Do At School

Whenever possible, parents of handicapped students should be encouraged to take part in activities, whether in the classroom or outside of school. The parents' enthusiasm is encouraging for the child who may wonder if school is really important. It is also beneficial for the non-handicapped children to see the handicapped child as part of a normal, caring family. With school budgets dwindling, parents can be solicited to engage in direct teaching in the school, to assist support personnel, and to work with other parents.

It must be pointed out that parents wishing to become involved should question the honesty of the teacher if they are relegated to washing paint containers, straightening books, or wiping up spilled milk. Real involvement means taking important responsibility that will make a difference in the quality of the educational program.

Many parents sincerely want to become actively involved in the educational program at their child's school. They are willing to receive training so that they feel secure in accepting the responsibility that can make a difference in the quality of education given to a child. They may be able to listen individually to a child read an extra fifteen minutes a day - just the extra push the child needs to achieve success. They may want to take an active part in making plans. Other parents may wish only to help with special craft projects, field trips, etc.

In some instances, when a parent is helping at school (especially as an aide or tutor), it is best that a parent not work individually with his/her own child. The teacher must be alert and sensitive to how the parent reacts to the pupil-teacher interaction when the handicapped child is involved.

The teacher must demonstrate respect for the parent, and realize that the school shares responsibilities with the home. The professional must also avoid becoming so possessive of a child that the parents feel they are losing control. The teacher needs to be aware of when the parents need encouragement and appreciation of his/her willingness to become involved. The prevailing attitude must be that the school exists to support the family rather than the family existing to support the school.

Parents of handicapped children often choose not to involve themselves for a variety of reasons. They may feel inadequate and uncomfortable. They may have had negative experiences with school personnel in their own childhood and youth and simply not trust professionals. They may be having a difficult time adjusting to having a handicapped child and still be denying the child has special needs. They may be embarrassed by their child's handicap. They may have personal problems of such a nature that they do not have the emotional stance to engage in their child's program. They may feel that nothing they can do will help. They may feel that leaving the education of the child up to the "experts" will provide them with an excuse for ignoring the child's disabilities.

Obviously, the school staff must be committed to the parental

involvement program. The staff must believe that parent involvement is worthwhile. If parents of handicapped students are to become involved, and if it is up to the teachers to support and train these parents, then there must be adequate time allotted for the teachers to confer with parents, to encourage and support them, to establish trust, and to build the rapport indispensible to an ongoing relationship. All of this is essential if the handicapped child is to reach his/her potential in life.

Working with Parents of Gifted Children

WHAT GIFTED CHILDREN NEED FROM PARENTS

Parents and the home appear to be an important influence in every phase of a gifted child's growth. Teachers and parents should cooperate to provide quality education for gifted learners. The following list may be useful to teachers when talking to parents who are interested in meeting the needs of a gifted child.

1. Guide him toward intellectual stimulation through reading but do not push him into "over-doing." Never force a child to perform before others.

2. Be creative in providing challenging experiences especially with current problems and events. Encourage your child to express opinions and allow him time to form his own views, not just imitate your feelings.

3. Do not try to make the child something he is not - allow him to be himself. Show that you have respect for him and expect the same in return.

4. Whenever possible encourage your child to perform tasks on his own. Insist that he pick up his own messes and learn to be responsibile for his own actions.

5. If a child displays an exceptionally high interest in an area in which you are well versed, give him a private lesson.

6. Encourage the use of reference materials in the home and library. If you both enjoy the experience, read to and with your child even after he is well able to read for himself.

7. Allow your child the opportunity of decision-making. Discuss the consequences of various end results. Respect his feelings while guiding him through a responsible decision-making process.

8. Help gifted children learn to prioritize time and energy so that "everything" won't become too much for him. Gifted children sometimes want to do everything at once and may be too hard on themselves.

9. Be a good model for your child. Also, point out worthy adults he can know and respect.

10. Help your child gain a perspective about being gifted. Help him realize that he is smart but there is someone smarter. Make him aware that almost every individual is exceptional in some area. Do not place undue emphasis upon his abilities. Allow what he is to be the normal state of existence.

11. Do not expect your child to perform at top capacity at all times. Do not over structure his life - leave him some time to do whatever he pleases.

12. Encourage the child to respect the rights and privileges of others. Teach good manners and common courtesy - being gifted is certainly no excuse for poor manners and obnoxious comments.

13. Remember that gifted children need assurance, discipline, encouragement, and love just as all other children.

14. Try to answer questions or find the answers to questions that your gifted child asks. He is probably very curious and sincerely wants to know the "whys and hows" of all things.

15. Encourage and teach good nutrition and health habits. Some gifted children may need encouragement to perform physical activities such as swimming, running, playing ball, riding a bicycle, etc. Outside family games are fun for everyone!

16. Provide your child with a variety of experiences. Visit museums, historical places, libraries, art galleries, universities and colleges - discuss, discuss, discuss!

17. Try not to be critical of others in your child's presence. You may not agree with what the teacher is doing in the classroom but never allow your child to hear the criticism. Have a private conference with the teacher and discuss the problem.

18. When your child complains to you about problems at school, at ball practice, or at church, listen to him but help him to cope with such problems. Do not allow him to feel that you will solve all problems for him.

19. Express to your child diplomatic ways of expressing an opinion. Explain that saying to someone that "his idea is stupid," and that "my idea is much superior," will not impress people nor will it help make friends.

PROBLEMS OF GIFTED CHILDREN

Parents of gifted children need to be aware that their child may have problems that need special attention. Open discussions at home with understanding, sensitive parents may bring problems within manageable proportions.

Some gifted students may feel that parents and teachers expect too much out of them and have difficulty living up to these expectations. Parents and teachers should help the pupil know the difference between external and self-expectations. Help him set realistic goals and support him in the decision-making process. Do not pressure the child to succeed in everything.

Many very advanced students may suffer from social isolation and think of themselves as being "weird." Parents may need to discuss the problem of being different. Help the child accept the challenge of being a unique person with special qualities. Related that some

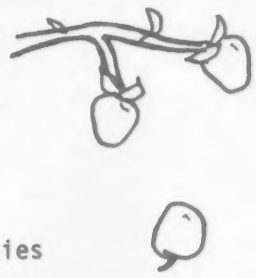
children will be jealous of special abilities. The gifted child should make attempts to befriend others by making them feel proud of their own accomplishments. Also, gifted children occasionally need to be reminded that "showing-off" does not help them become socially acceptable.

A gifted child may feel neglected by parents if other siblings are constantly needing and receiving help in homework. Although the gifted child may not need assistance with daily assignments, parents may wish to provide opportunities to work with their child on special projects so that family unity can be insured.

Some accelerated students may become bored with classroom teaching and refuse to do the work. Others may daydream and not pay attention to instruction. Many times these students may be classified as under-achievers rather than gifted students. Parents may need to discuss with the children that each person has a responsibility within himself to fulfill his capabilities. Encourage them to discuss the problem with the teacher and relate that the parent cares and will help in any way that is possible. Encourage without applying too much pressure.

Appendix A

NATIONAL AGENCIES & ORGANIZATIONS SERVING THE HANDICAPPED



Council for Exceptional Children
1920 Association Drive
Reston, VA 22091 (800) 336-3728

National Association for Retarded Citizens
2709 Avenue E, East
Arlington, TX 76011 (817) 261-4961

Association for Children With Learning Disabilities
5225 Grace Street
Pittsburgh, PA 15236 (412) 881-1191

National Society for Autistic Children
169 Tampa Ave.
Albany, NY 12208 (518) 489-7375

National Association for Mental Health, Inc.
1800 N. Kent St.
Arlington, VA 22209 (703) 528-6405

National Federation of the Blind
6217 Lebanon Ave.
Philadelphia, PA (215) 879-0670

The Arthritis Foundation
475 Riverside Drive
New York, NY 10027 (212) 677-5790

Cystic Fibrosis Foundation
3379 Peachtree Road, NE
Atlanta, GA 30326 (404) 262-1100

National Easter Seal Society for Crippled Children & Adults
2023 W. Ogden Ave.
Chicago, IL 60612 (312) 243-8400

Epilepsy Foundation of America
1828 L Steet, NW
Washington, DC 20036 (202) 293-2930

American Association for the Education of the Severely and Profoundly Handicapped
1600 Armory Way West
Seattle, WA 98119

United Cerebral Palsy Associations, Inc.
66 E. 35th St.
New York, NY 10016 (212) 889-6655

National Health Council
1740 Broadway
New York, NY 10019

National Association of Hearing and Speech Agencies
814 Thayer Avenue
Silver Spring, MD 20910 (301) 587-1788

American Foundation for the Blind, Inc.
15 W. 16th St.
New York, NY 10011

American Printing House for the Blind
1839 Frankfort Ave.
P.O. Box 6084
Louisville, KY 40206

STATE AGENCIES & ORGANIZATIONS SERVING THE HANDICAPPED

Child Study Center, Children's Memorial Hospital
1100 NE 13th St.
Oklahoma City, OK 73105 (405) 271-5700
Ellidee D. Thomas, M.D., Director
(Primarily a diagnostic and evaluative center for children with multiple handicaps.)

Children's Medical Center
5300 East Skelly Dr.
Tulsa, OK 74135
James D. Stansbarger, Administrator
(Diagnostic-evaluation clinic for multiple handicapped and mentally retarded.)

Oklahoma State Department of Human Services
Crippled Children's Unit
Sequoyah Memorial Office Building
P.O. Box 25352
Oklahoma City, OK 73105 (405) 521-3902
Lloyd Rader, Director
(Medical care for treatable physical handicaps)

Federal Information Center
201 NW 3rd, Room 115
Oklahoma City, OK 73102 (405) 231-4868
(A service for persons who need information or help from the Federal, State or City governments but do not know what agency or office to contact.)

Healthline
NE 10th and Stonewall
Oklahoma City, OK (405) 271-4725
(Assists in locating the proper health resource.)

Oklahoma Library for the Blind and Physically Handicapped
1108 NE 36th St.
Oklahoma City, OK 73111 (405) 521-3514
Irma Burr, Director
(Services include distribution of Talking Book Machines, cassette machines, braille books, talking books, recording services, etc. Eligible patrons include the blind and partially-sighted, learning disabled, physically disabled, etc.)

Oklahoma School for the Deaf
10th and Tahlequah
Sulphur, OK 73086 (405) 622-3186
Ralph White, Superintendent
(Service in areas of education, diagnostic and evaluative services, clearinghouse for information regarding methods and materials for hearing and speech impaired.)

Oklahoma School for the Blind
3300 Gibson
Muskogee, OK 74401
R. Max Casey, Superintendent
(Education, diagnostic and evaluative services, clearinghouse for information regarding methods and materials for visually-impaired.)

Oklahoma State Department of Health
NE 10th and Stonewall
Oklahoma City, OK 73105 (405) 271-5600
(Information about where citizens can go in their locale to receive public health services.)

Oklahoma Association for Retarded Citizens
923 W. Britton Road
P.O. Box 14250
Oklahoma City, OK 73114 (800) 522-3786
Bob North, Executive Director
(Information regarding community-based services for the mentally retarded.)

At the local level, educators can receive information regarding diagnosis, placement, services, etc. from the Regional Education Service Centers and the local County Health Department.

BOOKS FOR PARENTS OF HANDICAPPED CHILDREN

Helping Children Learn: A Guide for Parents, Tutors, and Teachers in Helping Children Who Have Learning Problems. Carrier, J.T. EULA Educational Publications. 1975. 42pp. $2.75.

(A manual which discusses multimodality approaches to teaching the alphabet, word recognition and vocabulary skills to the learning disabled and provides activities for improving reading and listening skills.)

Helping Children Overcome Learning Difficulties: A Step-by-Step Guide for Parents and Teachers. Rosner, J. Walker & Company, 1975. 225 pp. $12.50.

(A guide to aid parents in teaching their learning disabled child how to analyze, organize, and associate information more easily. Includes suggestions for home activities and assignments to teach reading, math, spelling and handwriting.)

Helping Your Learning Disabled Child at Home. Miller, J. Academic Therapy Publications. 1973. 59pp. $2.00.

(A publication for parents which gives information on helping the learning disabled to read. It provides activities to develop skills and discusses some social problems often encountered.)

Pocketful of Praises (A Handbook for Parents). 1978. Center for Human Development and Research.
2889 Highbury Street
Vancouver, B.C.
V6T 1w5

(Based on behavior management at home.)

Common Sense in Childraising: A Special Education Approach. 1971.
Love Publishing Co.
6635 E. Villanova Pl.
Denver, CO 80222

The Exceptional Child in the Family. 1964.
Grune & Stratton
111 Fifth Ave.
New York, NY 10003

The Rights of Parents in the Education of Their Children.
National Committee for Citizens in Education
Suite 410, Wilde Lake Village Green
Columbia, MD 21044

Parents Speak Out. by Turnbull, A. & R. 1978.
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

(Written by professionals in the field of special education who have a handicapped child, this book provides excellent insights into the feelings of parents.)

BOOKS FOR EDUCATORS

Bennett, L.M. and F. Henson, Keeping in Touch With Parents: The Teacher's Best Friend. 1977.
Learning Concepts
2501 N. Lamar
Austin, TX 78705

The Parent Teacher Partnership. Barsch, Ray. 1969.
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

A Step-by-Step Learning Guide for Older Retarded Children.
Johnson, V.M. & Werner, R.A. 1977. 214pp. $9.95.
Syracuse University Press.
(A book for parents and teachers which describes the teaching and provides activities in the areas of behavior management, self-care, fine and gross motor, language, and perceptual skills to older retarded children.)

* * *

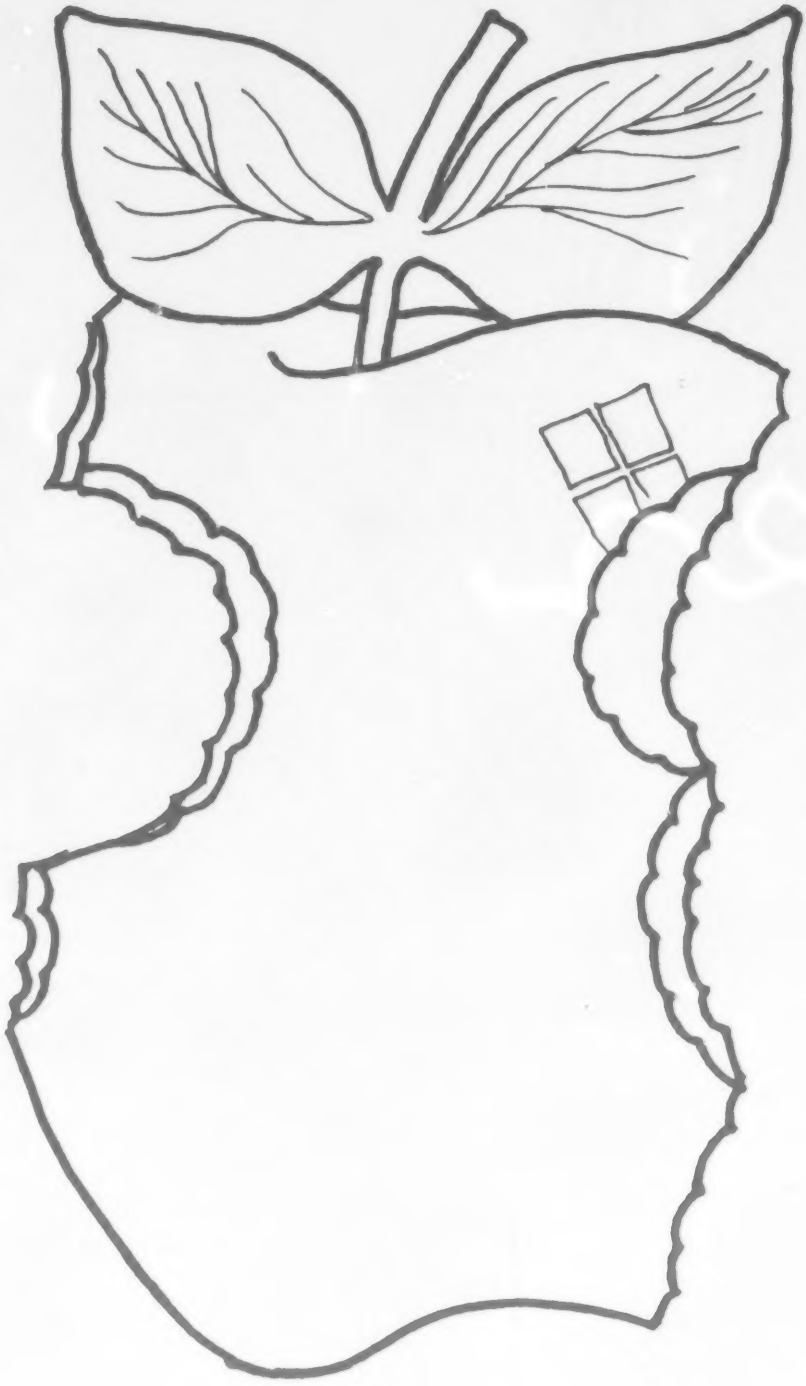
For a much more thorough bibliography of books, pamphlets, and resources, see:

Working With Parents of the Handicapped
(A Resource Guide)
Eastern Pennsylvania Regional Resources Center
1013 W. Ninth Avenue
King of Prussia, PA 19406 (215) 265-7312

* * *

Working With Parents of Handicapped Children. Evans, J. Council for Exceptional Children. 1976. 45pp. $3.25.

Appendix B



GIFT IDEAS THAT TEACH

The lists of suggested items are educational resources that could be in any home and are also offered as possible gift ideas.

Scissors (blunt scissors for young children)

Glue or paste

Writing tablet - drawing tablet

Tracing paper

Pencils and/or colored pencils and crayons

Felt pens

Paints

Playdough or clay

Flashcards (math, letters, phonics)

Play money - cash register

Puzzles (the number and size of pieces depends on the age of the child)

Chalkboard (large or small)

- Chalk
- Eraser
- Colored chalk

Bulletin Board

Coloring Books

Books

Books with Records

Puppets

Games (choose one suitable for the age of your child)

These materials will foster eye/hand coordination, visual and auditory discrimination, vocabulary development, and creative

expression. These skills are taught in school and can be easily strengthened at home. Hopefully, these lists will aid you in gift selection.

GIVE A GAME THAT TEACHES
(A Suggested List)

Primary Games

1 = Vocabulary and/or Language Development
2 = Word Attack/ Phonics
3 = Comprehension

Ad-Lib Crossword Cubes	1, 2
Alphabet Game	1, 2
Charades for Juniors	1
Cross and Know	1, 2
Crossword Cubes Games	1, 2
The Dukes of Hazzard Game	1, 3
The Flinstones Game	3
Go To The Head Of The Class	1, 3
The Guinness Book of World Records Game	1, 3
Hangman	1, 2
Match-Ups	1, 2, 3
More Lee Pencil Games	1, 2
The Peter Pan Game	1, 3
Slapjack Board Game	1, 2, 3
Spelling and Counting Wheel	1, 2
Spell It	1, 2
Spill and Spell	1, 2
Spin A Word	2
Super Heroes	1
Ten Commandments Bible Game	1, 3
The Ungame	1, 3
The Wizard of Oz	3
Word Yahtzee	1, 2

- -

Intermediate Games

Ad-Lib Crossword Cubes	1, 2
Big Boggle	1, 2
Boggle	1, 2
Careers	1, 2, 3
Catfish Bend Story Game	1, 3
Charades for Juniors	1
Concentration	1, 3
Cross and Know	1, 2
Crossword Cubes Game	1, 2
Crossword Dominoes	1, 2
The Dukes of Hazzard Game	1, 3

Intermediate Games	1 = Vocabulary and/or Language Development 2 = Word Attack/ Phonics 3 = Comprehension
Easy Money	3
Family Fued	1, 3
The Game of Life	3
The Game of States	3
Go For Broke	3
Go To The Head Of The Class	1, 3
The Guinness Book of World Records Game	1, 3
Hangman	1, 2
The Hollywood Squares Game	1, 3
Joker, Joker, Joker	1, 3
The Mad Magazine Game	3
Monopoly	1, 3
More Lee Pencil Games	1, 2
The New Tic-Tac Dough	1, 3
Oh What A Mountain	1, 3
Password Plus	1, 3
Payday	3
Perquackey	1, 2
The Peter Pan Game	1, 3
Pocket Boggle	1, 2
Scrabble	1, 2
Sentence Cube Game	1, 2, 3
Space Shuttle 101	3
Spill and Spell	1, 2
Spin A Word	2
Stock Market Game	1, 3
Super Heroes	1, 3
Ten Commandments Bible Game	1, 3
The Ungame	1, 3
The Wizard of Oz	3
Word Power	1
Word Rummy	1

GIVE A BOOK

On the following booklists are a few good books that parents may want their children to hear or to read. The first list contains books of interest to pre-school through second graders. The books on the Sequoyah Masterlist are for third through sixth graders. The lists are brief and certainly do not contain all the good books available. The State Department of Education does not endorse any book or product.

Pre-School - Second Grade

Bemelmans, Ludwig	Madeline	Viking
Bishop, Claire	Five Chinese Brothers	Putnam
Bright, Robert	Georgie	Doubleday
Brown, Marcia	Once A Mouse	Scribner
Brown, Margaret Wise	Runaway Bunny	Harper
Burningham, John	Mr. Grumpy's Outing	Holt
Burton, Virginia Lee	Mike Mulligan & His Steam Shovel	Houghton-Mifflin
Burton, Virginia Lee	The Little House	Houghton-Mifflin
Carle, Erie	The Very Hungry Caterpillar	
Crowe, Robert	Clyde Mouster	Dutton
DeAngelie, Marguerite	Book of Nursery & Mother Goose Rhymes	Doubleday
Emberley, Barbara	Drummer Hoff	Prentice-Hall
Fatio, Louise	The Happy Lion	Whittlesey
Flack, Marjorie	Ask Mr. Bear	Macmillan
Flack, Marjorie	Walter, the Lazy Mouse	Doubleday
Flack, Marjorie	Wait for William	Houghton-Mifflin
Gag, Wanda	Millions of Cats	Coward-McCann
Gramataky, Hardie	Little Toot	Putnam
Hoban, Russell	Bedtime for Francis	Harper
Hogrogian, Nonny	One Fine Day	Macmillan
Keats, Ezra Jack	The Snowy Day	Viking
Keats, Ezra Jack	Whistle for Willie	Viking
Hutchins, Pat	Rosie's Walk	Macmillan
Leaf, Munro	The Story of Ferdinand	Viking
Lionni, Leo	Swimmy	Pantheon
Lobel, Arnold	Frog and Toad Are Friends	Harper
McCloskey, Robert	Make Way for Ducklings	Viking
McCloskey, Robert	One Morning in Maine	Viking
Minarkik, Else H.	Father Bear Comes Home	Harper
Ness, Evaline	Sam, Bangs, and Moonshine	Scribner
Potter, Beatrix	Tale of Peter Rabbit	Warne

Raskin, Ellen	Nothing Every Happens On My Block	Atheneum
Regniers, Beatrice	May I Bring a Friend?	Atheneum
Rey, H. A.	Curious George	Houghton-Mifflin
Scott, Ann Herbert	Sam	McGraw
Sendak, Maurice	Where the Wild Things Are	Marper
Seuss, Dr.	And to Think I Saw It On Mulberry Street	W. R. Scott
Slobodkina, Esphyr	Caps for Sale	W. R. Scott
Steig, William	Sylvester and the Magic Pebble	Windmill
Steptoe, John	Stevie	Harper
Stone, Elberta H.	I'm Glad I'm Me	Putnam
Tresselt, Alvin	White Snow, Bright Snow	Lothrop
Turkle, Brinton	Obediah, the Bold	Viking
Udry, Janice	Moon Jumpers	Harper
Udry, Janice	A Tree Is Nice	Harper
Viorst, Judith	Mouster	Dutton
Waber, Bernard	Ira Sleeps Over	Houghton-Mifflin
Ward, Lynd	The Biggest Bear	Houghton-Mifflin
Williams, Barbara	Albert's Toothache	Dutton
Yashima	Crow Boy	Viking

Third-Sixth Grade

1982-83 SEQUOYAH MASTERLIST

Anderson, Margaret J. The Journey of the Shadow Bairns. Knopf, 1980, $7.95, Gr. 4-6. Two Scottish orphans, Elspeth and Rob McDonald, travel alone to Canada, where they are mistakenly separated and eventually reunited.

Beatty, Patricia. That's One Ornery Orphan. Morrow, 1980, $7.95, Gr. 5-6. Hallie Barker, a girl of 19th century Texas, is adopted by a loving family, after three unsuccessful attempts to find a new home.

Beckman, Delores. My Own Private Sky. Dutton, 1980, $7.95, Gr. 4-6. During one eventful summer Arthur overcomes his fear of water and meets the unforgettable Jeny Kearns, a lady with wings on her shoes, cut-off jeans and a dog named Tuffy Apple.

Billington, Elizabeth T. Part-Time Boy. Warne, 1980, $6.95, Gr. 3-5. Jamie, a quiet boy in a boisterous family, finds new self-confidence during the summer he spends in the country with a young woman naturalist.

Bulla, Clyde Robert. My Friend the Monster. Crowell, 1980, $8.95, Gr. 3-5. Prince Hal befriends a green monster named Humbert, who lives beneath Black Rock Mountain.

Burch, Robert. Ida Early Comes Over the Mountain. Viking, 1980, $8.95, Gr. 4-6. Jolly Ida Early, resembling a scarecrow in overalls and clodhoppers, comes to keep house for a motherless family in rural Georgia.

Christian, Mary Blount. The Devil Take You, Barnabas Bean. Crowell, 1980, $6.89, Gr. 2-4. Stingy Barnabas Bean fears the devil has come to seize him when he sees cloven hoof prints in the snow.

Cobb, Vicki, and Darling, Kathy. *Bet You Can't! Science Impossibilities to Fool You, Lothrop, 1980, $6.95, Gr. 4-6. Over 60 "dares," each labeled, explained, and grouped by scientific subject, will baffle and entertain you!

DeRegniers, Beatrice Schenk. Everyone Is Good For Something. Houghton-Mifflin, 1980, $8.95, Gr. 2-4. A boy, who thinks he is "good for nothing," saves the life of a mysterious cat and together they travel to an island and rid it of rats.

Doty, Jean Slaughter. Can I Get There by Candlelight? Macmillan, 1980, $7.95, Gr. 4-6. A horse story and a time fantasy combine in this suspenseful tale of a girl whose pony carries her into an earlier world.

Elmore, Patricia. Susannah and the Blue House Mystery. Dutton, 1980, $9.95, Gr. 5-6. A top-notch detective, Susannah tackles the elusive clues concerning an old man's missing will.

Fleischman, Paul. The Half-A-Moon Inn. Harper, 1980, $8.79, Gr. 4-6 (pap. Scholastic $.95). A mute boy, searching for his lost mother, falls into the clutches of the sinister and scheming Miss Grackle.

Gardiner, John Reynolds. Stone Fox. Crowell, 1980, $7.89, Gr. 3-6. Little Willy hopes that he and his dog Searchlight can win the race against the mighty Indian Stone Fox and his team of five beautiful Samoyeds.

George, Jean Craighead. The Cry of the Crow. Harper, 1980, $7.95, Gr. 4-6. While caring for a baby crow, Mandy begins to look at herself and her family in a different light.

Giblin, James. The Scarecrow Book. Crown, 1980, $8.95, Gr. 3-6. Many kinds of scarecrows from all parts of the world are described and pictured with clear photographs.

Gilson, Jamie. *Do Bananas Chew Gum? Lothrop, 1980, $6.95, Gr. 4-6 (pap. Pocket Paperbacks, $1.95). "Dumbhead Sam" accepts the fact that he can only read on a second grade level, until a special teacher discovers that he has a learning disability.

Gordon, Shirley. The Boy Who Wanted A Family. Harper, 1980, $7.95, Gr. 3-4 (pap. Dell, $1.50). Michael must wait a year to be adopted by Miss Graham and he fears that something will go wrong to block the adoption.

Lurie, Alison. Clever Gretchen and Other Forgotten Folktales. Crowell, 1980, $7.95, Gr. 3-6. These fifteen folktales are all about women who are brave, clever, strong, and resourceful.

MacLachlan, Patricia. *Arthur, For the Very First Time. Harper, 1980, $8.95, Gr. 4-6. Arthur begins to see life and himself differently after spending the summer with his Aunt Elda and Uncle Wrisby, two unconventional characters, who climb trees, and speak French to their pet chicken.

Rounds, Glen. Blind Outlaw. Holiday, 1980, $8.95, Gr. 3-6. A wild, blind horse is tamed by a mute, vagabound boy with special gifts.

St. George, Judith. *The Amazing Voyage of the New Orleans. Putnam, 1980, $6.95. The voyage of the first steamboat, the "New Orleans," down the Mississippi and Ohio Rivers, was filled with dangers including America's most violent earthquake.

Sargent, Sarah. *Weird Henry Berg. Crown, 1980, $7.95, Gr. 4-06. (pap. Dell, $1.50). Henry Berg discovers that the "lizard" he has is a baby dragon, hatched from an ancient egg that once belonged to his grandfather.

Shura, Mary Francis. Chester. Dodd, 1980, $6.95, Gr. 3-5. Jamie and his friends are happy and secure in their neighborhood until Chester arrives!

Wallace, Barbara Brooks. Peppermints in the Parlor. Atheneum, 1980, $8.95, Gr. 4-6. Orphaned Emily arrives at Sugar Hill Hall to live with her aunt and uncle, but finds that her uncle has disappeared and her aunt is a slave to two evil old women.

Wallace, Bill. A Dog Called Kitty. Holiday, 1980, $8.95, Gr. 4-6. Rickly learns to love a stray pup, even though he is terrified by dogs.

The master list is not intended to be an automatic recommendation. Since selection policies vary, you should apply your specific selection guidelines to each title and purchase those which meet your policy.

*If your library has a subscription to Junior Literary Guild, these books are available at a sale price of $2.95. Address: 501 Franklin Ave., Garden City, New York 11530.

Appendix C

READING Parents, KIDS, Teachers INC.

Parent-o-gram

THE FIRST DAY OF SCHOOL

Parents, teachers, and students must all work together to ensure that every child has a productive, rewarding, and worthwhile school experience. Parents and teachers working together can better educate the whole child.

Most parents accept the responsibility of teaching basic bathroom needs to their children. Tying shoes and taking off outer clothing should also be taught before a child starts to school. It is beneficial for safety purposes for all children to know their first and last names, parents' names, addresses, and telephone numbers. Before starting a child to school, parents should encourage their child to accept the responsibility of keeping track of personal property. (A child's name should be on all his/her belongings brought to school.)

To ensure that every school day is successful and productive, parents should see that their child:

1. Receives ten to twelve hours of sleep each night.
2. Has a balanced diet, including a good breakfast.
3. Starts the day with positive reinforcement from home.
4. Is at school on time (not too early, not too late).
5. Wears comfortable clothes. (The first day of school is not a good time to break in new shoes -also, the sizing in new clothes can be scratchy and uncomfortable.)
6. Knows exactly where he/she is to go after school. If varying from normal routine please call or send a note to the teacher.
7. Knows basic safety rules such as:
   a. Do not accept rides from strangers.
   b. Do not talk to or accept food from strangers.
   c. Cross streets only at crosswalks.
   d. Walk on sidewalks.
   e. Go directly home after school.
   f. Look both ways very carefully before crossing the street.

Remember the school is looking forward to working with you and your child. Your own attitudes and reactions will go a long way toward determining how your child feels about school. We are looking forward to working with you to provide your child with the best possible education.

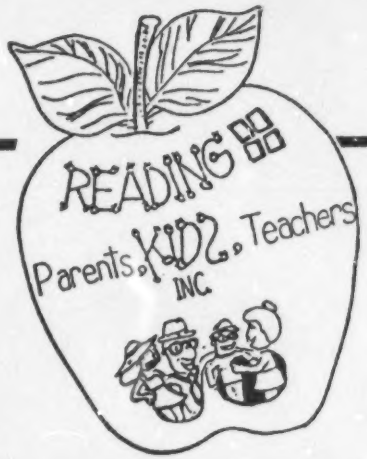
AWARD

_____ HAS SUCESSFULLY

COMPLETED THE FIRST DAY OF

SCHOOL.

Date _____ **Teacher** _____



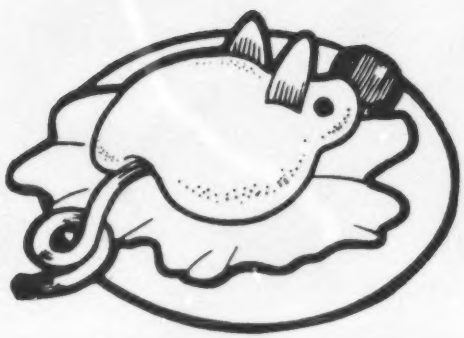
Parent-o-gram

WHAT CAN PARENTS DO AT HOME

Parents often ask, "What can I do at home?" The following suggestions are some very general guidelines for home reinforcement. These are ideas that may appear simple and not very important, but they really can make a big difference in school achievement.

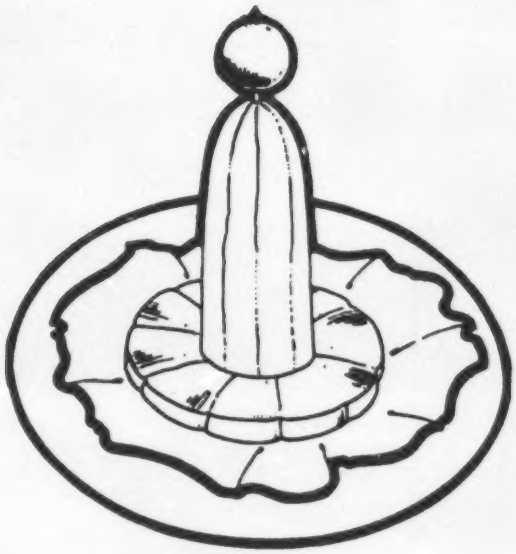
1. Listen to your children talk about school. Respect the fact that the academic work is hard for many students, and the social skills necessary for ego survival are sometimes enormous.
2. Support them when they feel down; when they complain about their teachers not liking them, picking on them, etc., respond with "Yes, it must be really hard to get through a day when you feel picked on", or, "It may seem that your teacher is very demanding but he/she wants what is best for you." Your children do not need someone to argue with them, nor do they need for their parents to "bad-mouth" their teacher; they need empathy and support.
4. Encourage family discussions, i.e., "What was the best thing that happened today?"--the funniest, the saddest, the thing you wish you had a picture of, the thing you'd most like to forget, etc.
4. As often as possible, listen to younger children read to you, just 5 to 20 minutes an evening, a few nights during the week can greatly enhance reading abilities. When they need help with a word, just pronounce the word for them, don't worry about trying to "teach" it. You could have an index box at home to keep their "trouble" words in, and review them whenever there's a chance.
5. Have older siblings read to younger, and vice-versa.
6. Take your children to the library; let them get their own library card, and take their time to browse around and pick out just the "right" book. (It is important that the "right" book be an easy one for them to read.)
7. Read to your children as often as possible and as long as they want you to.
8. Let your children see you reading--and enjoying it!

WHAT CHILDREN CAN DO AT HOME



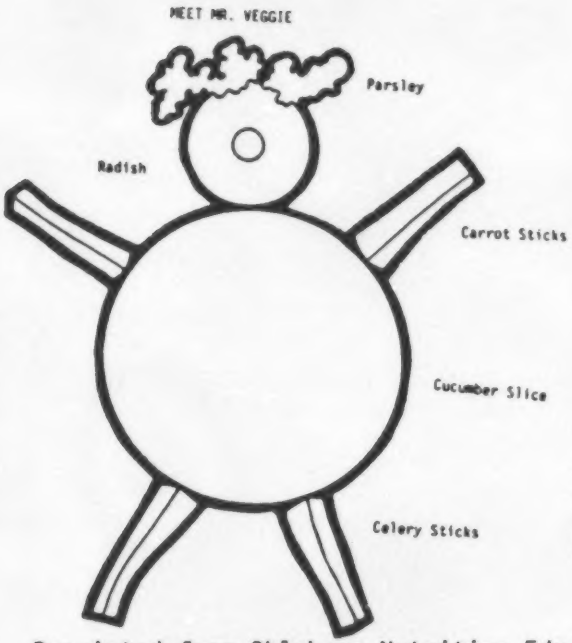
Pear Mice Salad

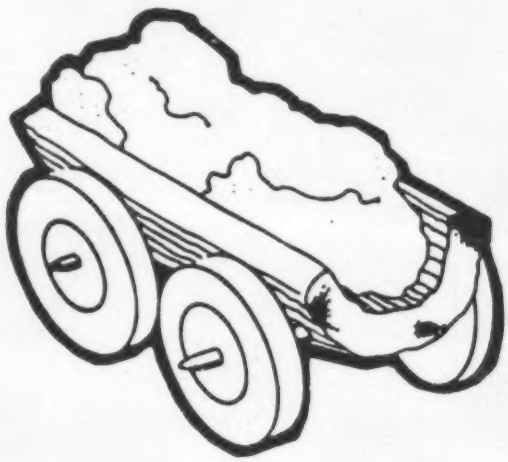
1. Place a crisp lettuce leaf on a plate.
2. Put a chilled, canned pear half cut side down on lettuce leaf.
3. Add a maraschino cherry at small end for a nose.
4. Place two raisins near it for eyes.
5. Insert sliced almonds for ears.
6. Use a long carrot curl for tail.



Candle Salad

1. Place a crisp leaf of lettuce on a plate.
2. Put a pineapple ring in the center.
3. Stand 1/2 of a peeled banana in the center of the pineapple.
4. Insert a maraschino cherry placed on a toothpick into top of banana.



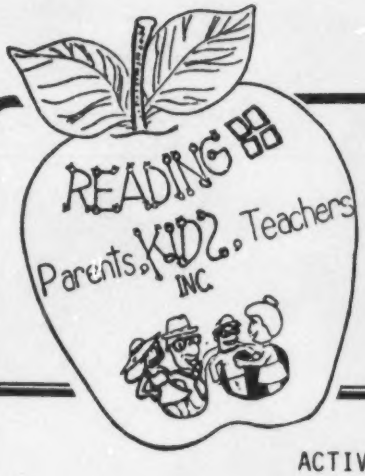


Celery Cart

1. Cut a celery stalk in half.
2. Fill with peanut butter, cottage cheese, plain cream cheese, a cream cheese mixture, egg salad, or tuna fish salad.
3. Attach carrot slice "wheels" to cart with toothpicks.

Cream Cheese-Pineapple Stuffing
1 8-oz package cream cheese, softened
1 can crushed pineapple, drained
Mix softened cream cheese with drained crushed pineapple.

Reprinted from Oklahoma Nutrition Education Training and a special thanks to Mary Jo Stewart.



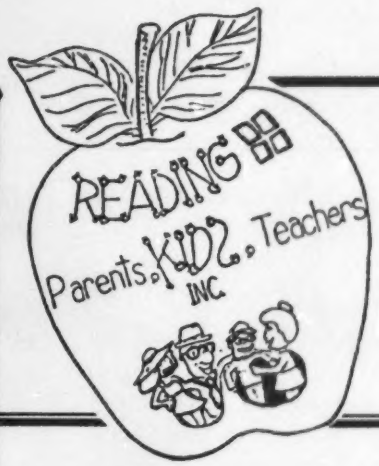
Parent-o-gram

ACTIVITIES FOR NON-BOOK LOVERS

We must be realistic. There will be those students, our children, who simply do not enjoy reading for pleasure. This is not a crime. We may feel that they are missing out on many exciting experiences and passing by a wealth of knowledge. But they don't see it that way.

If your child simply does not enjoy reading--DON'T DESPAIR! You can still do a great deal to motivate these kids to read. There are numerous everyday activities that require valuable reading skills. Parents, allow your children plenty opportunities for using these. Here are a few such activites.

1. Allow your children to read the manual that comes with a new appliance you have purchased. Let them share with you such things as safety precautions, care, cleaning, and directions for operation.
2. If you hear an interesting discussion about a current event ask your child if he or she would find it in the newspaper or magazine and read it to you while you are cooking supper. Explain that you want to make your own judgement on the issue but hate to make the whole family suffer from hunger pains while you read it.
3. When teenagers are saving money for a major purchase such as a tape deck, motorcycle, or sewing machine, encourage them to first do some comparative shopping. They can search the newspaper for advertisements, look for information in the consumer guide, listen to different salesmen as they discuss their product, or read the available literature from the stores and companies.
4. Many teenagers have favorite recording artists or groups. Encourage your kids to find out all they can about the star. Sometimes a lot of information can be found right on the record jacket. They will have to use their evaluative and critical skills when reading information about them in magazines.
5. When your children want to apply for a job or order an object insist they do it for themselves. You may offer some guidance and assistance while building confidence.



Parent-o-gram

THE PARENTS' ROLE IN HOMEWORK

Parents need to realize that children's abilities to successfully complete homework are the preliminary stage for their development into responsibile adults.

It is difficult to estimate the full value of accepting the responsibility for successful completion of homework. Completing nightly homework assignments, while maintaining a high degree of quality work (particularly in an age of increasingly attractive distractions) is a challenge which requires a great deal of self-discipline. By helping children mature through developing a high level of self-discipline, parents will be increasing their children's potential for becoming successful wage-earners in the future.

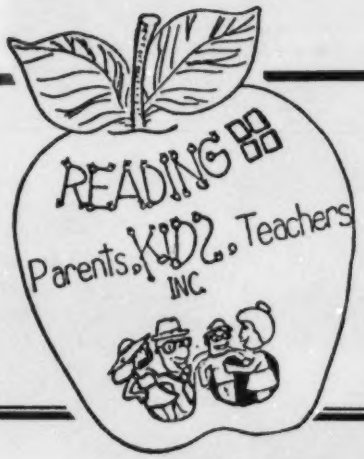
From ages five through eighteen, children's profession consists of fulfilling the responsibility for their own successful learning. Many people feel the values and attitudes school-aged children exhibit toward their school responsibilities are transferred directly to the real world of work when they become full-time wage-earners.

Parents shoulder a great responsibility for helping children develop productive, success-oriented work routines and outlooks. One of the most natural (almost "built-in") opportunities we have to impart responsibility to our children is through the nightly homework-completion ritual. The following suggestions are offered as a help for parents in encouraging children to develop life-long constructive and successful work habits and attitudes during homework sessions:

1. ATMOSPHERE: Parents need to provide an atmosphere at home that is conducive to study. Such an environment would include:
   --a designated place to study; a space regularly set aside for this purpose
   --a good study surface (desk or table)
   --adequate lighting (a study lamp, if necessary)
   --quiet environment
   --adequate supplies (pens, pencils, erasers, dictionary, encyclopedias, if possible)
2. TIME: Parents and children need to agree on a specified

time for doing homework--a time that meets the needs of all involved. Many children resist parental urgings to start doing homework the minute they walk in from school. Needed time and rest from academic tasks should be discussed and alternatives offered that are satisfactory to both parents and children.

3. ATTITUDES: Homework can become an opportunity for learning good work habits and attitudes if we, as parents, can operate within the following guidelines:
   - Be supportive without adding to the feeling that they are being mistreated by teachers in being assigned homework; let them know that there are valid reasons for completing homework, and that it will help them remember the skills and concepts they need to learn.
   - Let your children know that you are there if they need your help, but make sure you do not do the work for them. Stress that completing homework is their own responsibility, and resist the temptation to not let them accept that responsibility.
   - Encourage quality work. Work that (a) addresses the assignment specifically; (b) fulfills all requirements; (c) is neatly written; and (d) is accurate.
   - Check with your children to see that they have completed their assignments, and praise them for doing so. Sincere praise will go a long way toward helping your children accept the responsibility for doing their homework well.



Parent-o-gram

COMPREHENSION

Positive parental interest in a child's education is an important factor in the learning process. A child's achievements in reading can greatly be influenced by active parent concern. Therefore, it is important that you as a parent should have an understanding of an important skill--that of reading comprehension.

Reading comprehension can be greatly influenced by two basic factors, factors that you can enhance at home.

Experiences Language

Experiences. Children can read many sentences fluently but not derive the intended meaning of the passage if the necessary knowledge related to the expressed experience is nonexistent. In other words, they cannot understand what is read unless they can relate a personal experience or a portion of an experience to the event or idea. Personal experiences provide the meaning. The manner in which one interprets what one comprehends depends upon past experiences of the reader. Perhaps a child reads a poem concerning a resort located on a beach. It will be difficult to comprehend the meaning of the poem without some type of a visual image of a beach or a resort. If the child has visited a beach and stayed in a resort, he or she will probably have excellent comprehension of the poem. Even knowing what a resort is or having seen a picture of a beach would help provide background for adequate comprehension concerning the poem. However, if there has been no opportunity for past experience with a beach or a resort, little comprehension will result.

You as a parent can provide endless experiences for your child through books, discussions, walks, magazines, rides, trips, television, newspapers, etc. Many parents cannot afford vacations to a resort on a beach, but a book checked out from a library can provide the experience. Parents who offer children real and vicarious experiences can greatly enhance comprehension growth.

Language. Children come to school with different kinds of oral language patterns. Children who come to school from a verbal

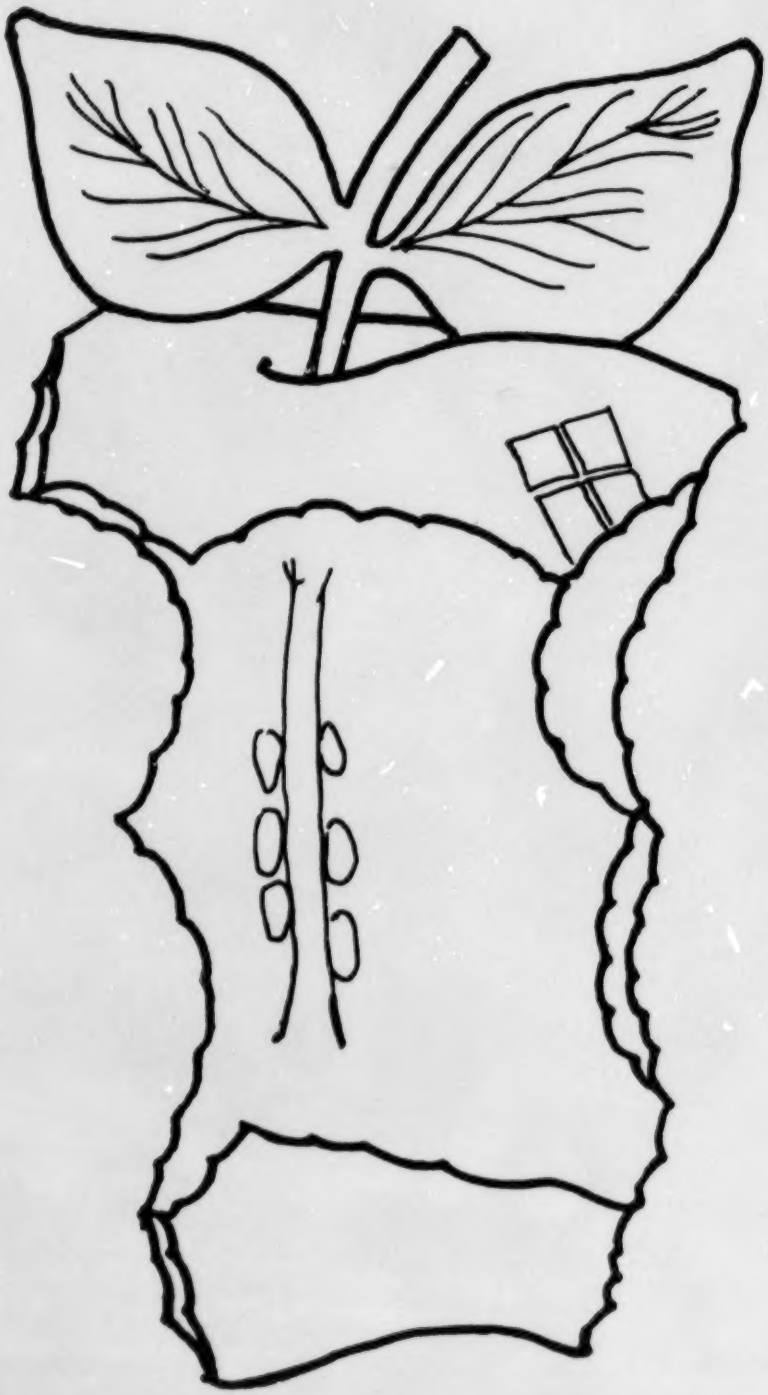
home (a home where they are encouraged to express themselves, encouraged to listen while others express themselves, and encouraged by the reading of books) may possess a vocabulary of thousands of words. However, the children who come from a non-verbal home (one where they are not encouraged to talk but only to listen and obey commands) may only have a 500-word vocabulary.

If oral language is inadequate, children will have great difficulty with reading comprehension. They be able to decode words and pronounce them perfectly but the word must have meaning for them if comprehension is to occur.

A parent can develop good language skills and continue to develop them by (1) reading to their children, (2) answering questions they ask, (3) talking to them, and (4) discussing television programs and movies with their children--all on a regular basis.

Parents can and should play an important role in providing experiences and language background. Remember reading comprehension is an ongoing process that must steadily be increased with higher levels of vocabulary knowledge and language facility based upon experience. You, as a parent, can make a big difference in the ability of your children concerning their growth in reading comprehension. Never stop providing experiences for them, listen to them, talk to them, and read to and with them. Remember, the more pleasant the situation, the more learning that takes place.

Appendix D



PARENT WORKSHOP

The Reading Process

Parents must be made to realize that learning to read is a very difficult and complex process. Even with several years of readiness activities, many children are not developmentally ready to read at the age of six or seven (or sometimes even much older.) This does not mean that he/she is "dumb" or "stupid," but that he/she does not have a natural aptitude at this time toward learning to read. Numerous factors can inhibit the learning process. Possibly the child has a learning disability, a low intelligence, a low aptitude for learning to read, a vision or hearing problem, an emotional disturbance, or a neurological disorder. However, many students who do not learn to read in first grade do not exhibit any traceable problems, but appear to just not be ready for the very complicated task of reading.

Backward Alphabet

Many researchers agree that how readily a child learns the names of the letters of the alphabet is a good predictor of how readily he/she will learn to read. Many adults may have forgotten that learning the alphabet was a difficult process. In order to impress upon parents the difficulty of learning the alphabet, write the alphabet on the chalkboard backwards. Have the parents recite the first eleven letters several times (do it with a rhythm, and then erase. Ask for volunteers to repeat these first eleven letters (backwards).)

Explain to parents that even though they are very familiar with

the letters and have had years of experiences in working with the letters through reading and writing, they will learn the backwards alphabet at varying rates. Point out that possibly one reason so few were willing to volunteer to recite those eleven letters was because they were suffering from a lack of confidence in their ability to do it, and a fear of being wrong and laughed at by his/her "classmates". Learning is sometimes a strain on the learner's self-confidence and ego. Those who have an aptitude for rote memory experiences will readily learn the alphabet backwards, while others would need much repetition and practice. Those individuals who learn easily by hearing (auditory learners), would benefit from hearing the letter repeated many times. Possibly putting the letters to music would be beneficial. People who learn best through seeing (visual learners) will possibly learn the letters by looking and concentrating, then closing their eyes and visually picturing what was seen. Those who learn best by doing (kinesthetic learners) will find writing the letters helpful to obtain mastery of the backwards alphabet.

Point out to the parents that their children will also learn with varying rates. Some will readily learn the alphabet, the letter names, the sounds the letters represent, and the reading process. Other students may learn at a much slower rate. Remember, great artists have an aptitude for recreating what they see, many famous athletes have a natural aptitude toward physical activity, and many students have a natural aptitude toward learning to read. Others will not have a natural tendency toward reading and will need much time, patience, and practice.

McApple Reader

The initial school effort to get parents involved in reading could deal with the actual learning-to-read process.

(Place symbols which are found on the last page of the McApple Reader on a chalkboard.)

These symbols may look to you as the letters of the alphabet look to a child when he/she first enters school. Little sense can be made from the symbols until further instruction is given. I will teach you how to read these symbols using the "sight method", which is also called the "look-say" process.

This word is ᑐ᙭ᓂᐊ "home".

This word is ᐷᐳᒥᖏᑐ "watch".

This word is ᙵᔪᐳᖏᒥᕆᖏᐊ "practice".

This word is ᐃᓯᔪᐊ "sure".

This word is ᕿ᙭᙭᐀ "book".

This word is ᖏᐳᓄ "can".

This word is ᔪᐊᐳᗅᕆᕃ "reading".

Now that you have learned these words I will pass out the McApple Reader so you can practice what you have learned.

(Pass out booklets and proceed through a reading lesson with the parents as students.)

Now you can see that all of you learned tonight at different rates, just as students do. Also, many of you need much more practice before mastery can be obtained. Practice is very important in learning to read. As with learning to play the piano, or learning to ice skate,

practice is a necessary ingredient to success. You, as parents, can greatly benefit your child by listening to him/her read on a regular basis. Ten minutes of reading aloud every school night can be greatly beneficial. Here are some simple rules to follow so that the time spent listening to your child read can be a pleasant experience as well as an academically rewarding situation:

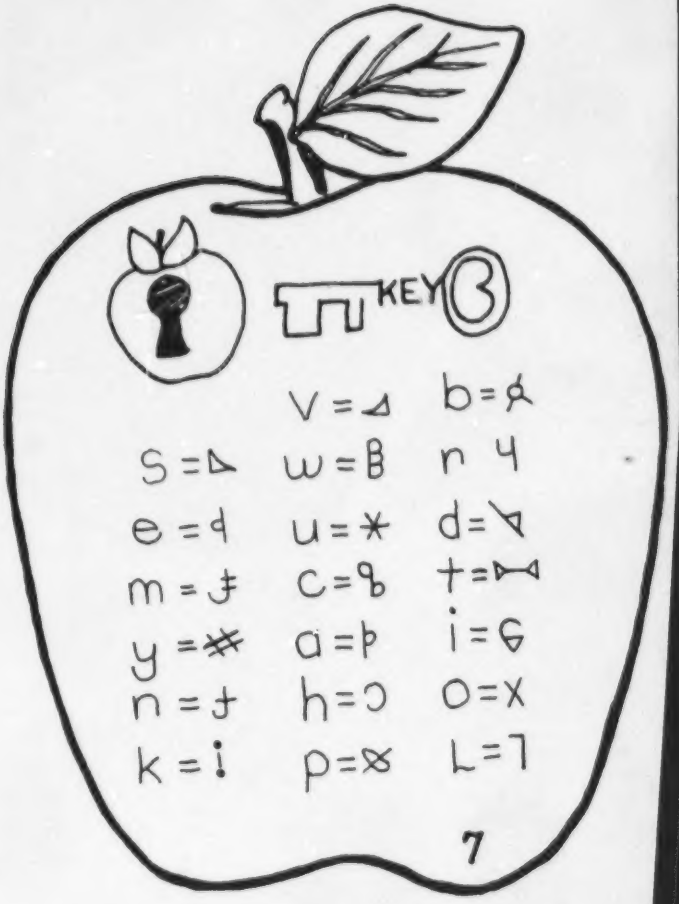
1. Praise the children when they read well.
2. Encourage children when they are having difficulty.
3. If your child does not know, or mispronounces a word, simply tell him/her the correct word. Do not ask that it be "sounded out"; only a small percentage of English words can be sounded out following phonetic rules.

Remember, practice makes perfect, especially in reading.

Now is a good time to review the K and First grade curriculum. Show the basal readers to be used and tell how many words will be introduced in each book. Also discuss the number of new words that will be introduced each day. Once again emphasize the importance of practicing at home and review the procedure for sending books and word lists home.

Kindergarten presentors may discuss the various readiness skills that will be taught throughout the year.

THE McAPPLE READER



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MATERIALS FOR PARENTS

1. Reading with Your Child: Number One Priority, by Jane Ervin. This booklet is tailored to the needs of parents and is easily and quickly read and understood. It is colorfully illustrated and helps make reading a rewarding family activity with ideas flexible enough to use with readers from birth through age 12.

   Available in lots of 30 copies, $18 per lot, plus shipping and handling. Order fron:

   Allyn & Bacon, Inc.
   Longwood Division
   Link Drive
   Rockleigh, New Jersey 07647
   Order #L2375540

2. Children's Reading Begins at Home, by Nancy Larrick. This is a short (52 pp.) readable paperback, in which Ms. Larrick addresses two main issues: First, she explains why parents cannot start too soon, followed by a detailed explanation of exactly what it is that parents should do. She includes specific ideas and activities related to talking and singing, listening, reading aloud together, and the impact of extensive television viewing on reading readiness.

3. Your Child and Reading--What You Can Do (pamphlet)

   Allyn & Bacon, Inc.
   470 N. Atlantic Ave.
   Boston, MA 02210

4. Your Child and Reading--How You Can Help (pamphlet)

   Houghton Mifflin Co. (single copy 24¢;
   1900 S. Batavia 50 or more 16¢)
   Geneva, IL 60134

5. Studying: A Key to Success, offers tips on how parents can help children develop effective study skills.

Studying Brochure (SAS envelope free)
International Reading Association
800 Barksdale Rd. P.O. Box 8139
Newark, Del 19711

The International Reading Association as well as many book companies publish inexpensive literature for parents interested in helping their children. These publications can be used in parent conferences, parent workshops, parent/teacher organizations, etc.

The following materials can be obtained through International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711.

Micromonographs

Why Read Aloud to Children? Julie M.T. Chan. Individual Members $.35, others $.50, No. 877.

What Books and Records Should I Get for My Preschooler? Norma Rogers. Individual Members $.35, others $.50, No. 870.

How Can I Help My Child Get Ready to Read? Norma Rogers. Individual Members $.35, others $.50, No. 876.

How Can I Encourage My Primary-Grade Child to Read? Molly Kayes Ransbury. Individual Members $.35, others $.50, No. 875.

How Can I Help My Child Learn to Read English as a Second Language? Marcia Baghban. Individual Members $.35, others $.50, No. 874.

How Does My Child's Vision Affect His Reading? Donald W. Eberly. Individual Members $.35, others $.50, No. 873.

How Can I Get My Teenager to Read? Rosemary Winebrenner. Individual Members $.35, others $.50, No. 871.

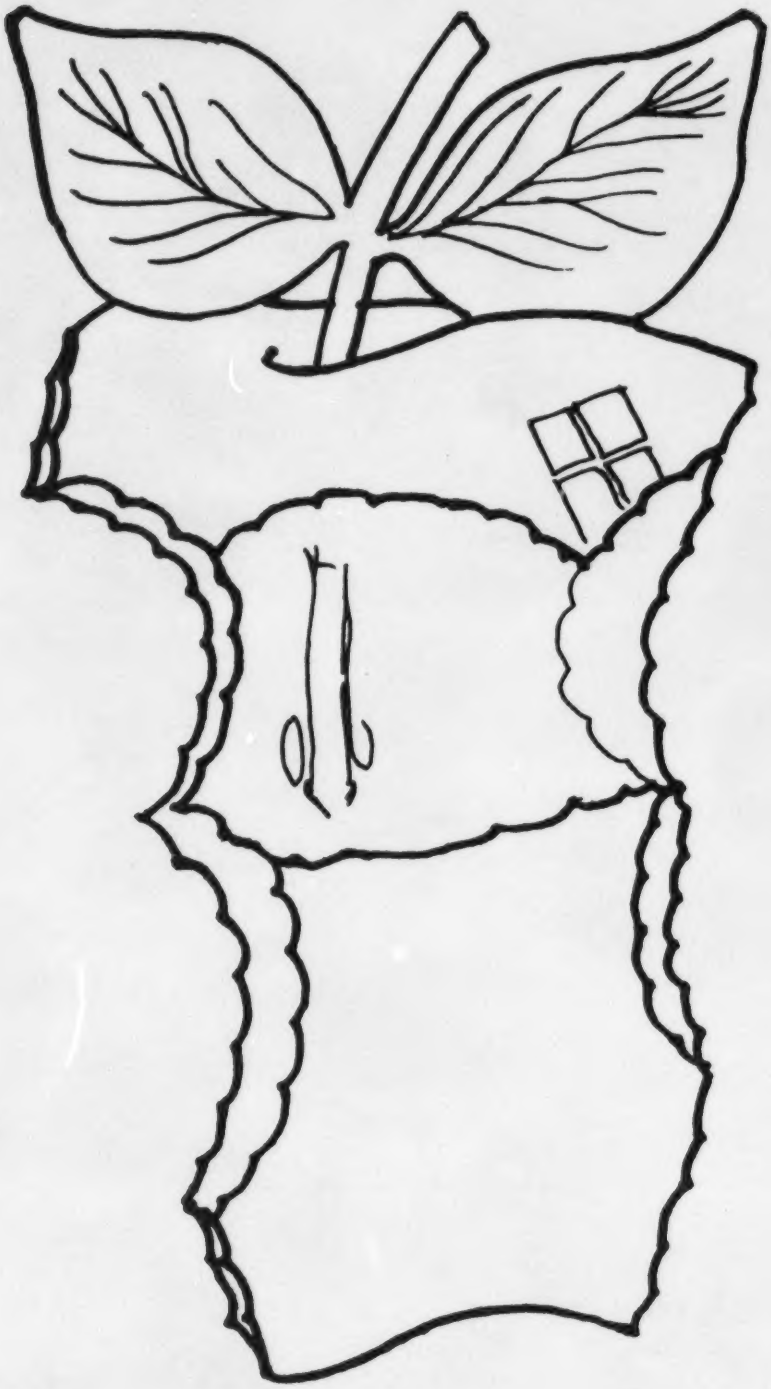
Como Ayudar a Su Hijo a Aprender a Leer Ingles Como Segunda Lengua, Spanish translation of How Can I Help My Child Learn to Read English as a Second Language? Translated by Ricardo L. Garcia and Rita Maxine Deyoe. Individual Members $.35, others $.50, No. 878.

Brochures

Your Home Is Your Child's First School	$3.00 per 100
You Can Encourage Your Child to Read	$3.00 per 100
Good Books Make Reading Fun for Your Child	$3.00 per 100

single copies free

Bibliography



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